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ABSTRACT

The activities evaluated in this report were in progress during the school year 1970-71, the second of a 3-year cycle for ESEA Title I programs in elementary and secondary schools in Los Angeles. The components examined are instruction (reading, language, and arithmetic), auxiliary services, intergroup relations, parent involvement, and staff development. A section on nonpublic schools examines instruction and supportive services. Each abstract contains a description of the subject matter, the time period covered, the objectives, the evaluation strategy used, results, conclusions, and recommendations, as well as data on the number of people and schools involved and the approximate cost. Results in the elementary schools indicated that the significant reading and arithmetic gains made in the first year of the program were not easy to duplicate in the second year because of the high achievement base established during the previous year, but results in some schools showed that gains can be achieved by a concentration of resources averaging $300 per pupil over the resources used in the regular program. Parent involvement and activities in intergroup relations and staff development had a supportive effect throughout the year. Junior high school pupils consistenly exceeded their previous year's gains and uniformly surpassed their non-ESEA school mates. Notable increases in the number of staff conferences with pupils and parents and with other staff members were reported. (MBM)

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LOS ANGELES CITY UNIFIED SCHOOL DISTRICT

ELEMENTARY AND SECONDARY EDUCATION ACT

Title I

Executive Abstracts

Evaluation
1970 - 71

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LOS ANGELES CITY UNIFIED SCHOOL DISTRICT

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ESEA TITLE I COMPONENTS

EXECUTIVE ABSTRACTS

Measurement and Evaluation Branch

September 1971

FOREWORD

The activities evaluated in this report were in progress during school year 1970-71, the second of a three-year cycle for ESEA Title I programs in Los Angeles City Schools. The components at work in both elementary and secondary schools were the same: instruction (reading, language, and arithmetic), auxiliary services, intergroup relations, parent involvement, and staff development.

Elementary public school pupils' test results in reading showed that first graders were almost on grade level; that pupils in grades 2 through 6, although still below grade level in achievement, attained a grade equivalent similar to that of last year. Pupils in grades 1, 4, 5, and 6 almost made the Title I objective of achieving one month's gain for one month of instruction.

In arithmetic, pupils in grades 3 to 5 exceeded the Title I objective while pupils in grade 6 almost met the objective. (Pupils in grades 1 and 2 were not tested in arithmetic.)

Elementary nonpublic school pupils met or exceeded the Title I objective in reading; and, with the exception of grade 7, exceeded the objective in arithmetic.

The significant reading and arithmetic gains made in the first year of the saturated program (1969-70) were not easy to duplicate in 1970-71 because of the high achievement base established during the previous year. Results from some schools, however, indicate that successful gains can be achieved by a concentration of resources averaging $300 per pupil over and above resources used in the regular program.

Uncertainties of District reorganization affected some auxiliary services, but counseling, pupil services and attendance, and health services continued for all elementary schools in the program and for Student Achievement Center students in the secondary schools. Parent involvement, and activities in intergroup relations and staff development, had their supportive effects throughout the grades.

Junior high school pupils consistently exceeded their previous year's gains in reading, language, and arithmetic, and uniformly surpassed their non-ESEA school mates. Brown pupils in the secondary Student Achievement Centers recorded significantly improved scores in self-image in comparison with similar scores for the previous year. Notable increases in staff conferences with pupils and parents, and with other staff members, were reported.

With the distribution of this report goes the hope that its data and findings will be used by all staff members concerned with upgrading the learning of Title I pupils.

TABLE OF CONTENTS

Foreword iii

ELEMENTARY SCHOOL COMPONENTS

Instruction 3
Auxiliary Services 23
Intergroup Relations 29
Parent Involvement 33
Staff Development 37

SECONDARY SCHOOL COMPONENTS

Instruction 43
Auxiliary Services 47
Intergroup Relations 51
Parent Involvement 53
Staff Development 55

NONPUBLIC SCHOOL COMPONENTS

Instruction 59
Supportive Services 67

ELEMENTARY SCHOOL COMPONENTS

Title I guidelines state that in school districts which include both elementary and secondary schools, priority should be given to the elementary level. A comprehensive longitudinal program from preschool through grade six has been established to help educationally disadvantaged pupils to attain the skills, knowledge, and motivations necessary for achievement.

INSTRUCTION

- Reading
- Mathematics
- English as a Second Language
- Pre-Kindergarten
- Kindergarten
- Follow Through

AUXILIARY SERVICES

- Counseling
- Health
- Pupil Services and Attendance

INTERGROUP RELATIONS

PARENT INVOLVEMENT

STAFF DEVELOPMENT

INSTRUCTION

Reading Abstract

Pupils	53,948	
Elementary Schools	55	
Reading Specialists	23	Full time
	13	Half time
Teachers (taught all subjects)	201	
Aides (assisted in all subjects)	275	Full time
	1124	Half time
Approximate Cost	$5,765,736	

DESCRIPTION: Nearly 54,000 elementary school pupils enrolled in the 55 project schools were served by ESEA Title I programs during the 1970-71 school year. With its community advisory council, each school established priorities for allocating resources and planned its reading program. The resulting programs varied from school to school and even from grade to grade within schools.

Two general strategies for program improvement could be identified within project schools. One strategy had a "personnel" approach and the other, a "material-centered" approach. While most schools pursued neither one exclusively, some allocated a major proportion of their resources to either personnel or materials.

The personnel approach employed additional certificated and non-certificated personnel to increase individualized instruction or to provide increased support and service to classroom teachers. Generally speaking, reading teachers and specialists worked directly with pupils, while consultants and resource teachers emphasized services to classroom teachers. Teaching personnel were budgeted, overall, at a ratio of 10 to 1 over consultative personnel. However, schools emphasizing a staff development approach to instructional improvement tended to have a much greater proportion of consultative personnel.

The actual proportions, as they appeared in a survey completed during the last school month, indicated that 60% of all specially funded certificated personnel were classified as "specialists" whose primary function was to work with children in the reading program. Consultants constituted 22% and resource teachers the remaining 18 percent.

The materials-centered approach strived for increased achievement through the concentrated use of a particular set of instructional materials. Reports on materials usage are in preparation.

Nearly 60% of the reading instruction given pupils by specialists was in a separate room, while 38% reported working in the regular classroom with a small group of pupils. In either case while some pupils were with the reading specialist, the classroom teacher had a smaller group with which to work, but not necessarily in reading.

The greatest use of aides was in the primary grades; more than 60% of all pupils in grades one and two received reading instruction in a class which had the service of an aide during that time. The proportion of pupils receiving such assistance during their reading period declined from 57% in the third grade to 52 percent at grade four, and to the low 40's in grades five and six. More than three-quarters of all the Title I pupils received reading instruction from a classroom teacher, not a reading specialist, with or without an aide. The actual amount of instructional time received by a pupil was determined by both his grade level and the number of persons from whom he received reading instruction. Additional details may be found in the Technical Reports, 1970-71. A complete school-by-school analysis of instructional time and instructional systems is available on request.

TIME INTERVALS: The project extended over the 1970-71 school year in the same 55 schools as in the preceding year, and it was continued during the summer session.

ACTIVITIES: An analysis of the time and the instructional system indicates that the principal activity was reading instruction taught by a classroom teacher, with or without an aide. Teachers employed a wide range of supplementary materials, a number of instructional methods, and various grouping strategies in their efforts to meet the instructional needs of their pupils. To this end, most schools indicated that they had adopted a "diagnostic-prescriptive" approach. Efforts at implementing that technique varied from use of programmed reading materials with built-in diagnostic and prescriptive measures, to use of diagnostic packages developed elsewhere.

Each zone provided consultation, curricular aid, inservice, and other support to reading consultants and/or specialists at the schools. Additionally, each zone conducted monthly inservice meetings for school personnel; information and training in procedures helped them to fulfill their staff development and inservice roles at their own schools.

OBJECTIVES: The goal of the reading component was
to raise the median achievement level in reading one grade-norm month (0.1) for each month of instruction.

EVALUATION STRATEGY: To evaluate the project in terms of attainment of its objective required standardized testing and interpretation of the test results in months of gain between tests. Standardized tests appropriate to each grade level were administered to all project pupils. With the exception of first grade, every grade had some prior test score on which to base an estimate of reading gains made during the months of instruction between tests.

In grades two and three, the test scores which had been attained the previous May at the conclusion of first and second grades, were used as baseline scores for estimates of gain. The upper grades were tested in October and again in May, providing additional bases for comparisons.

Consistent with requirements of the state mandated testing programs, principals were asked to certify the number of pupils who were exempted from the testing program.

RESULTS: Test scores of pupils in Title I schools, except at third and fourth grades, did not differ more than one month from pupils at the same grade the previous year. Grade three pupils trailed by two months, and grade four pupils trailed by three months, the performance of pupils at those grades in 1969-1970. Allowing for a variation of minus one month from the project objective, that mark was attained by pupils only in grades one, four and six; pupils at grade two failed to reach the objective by -0.7; grade three missed by -0.4; and fifth graders missed by -0.2.

Very large gains by some pupils in 1969-1970 were followed by proportional losses this year. Two-year gains provided a more stable base for comparison of growth and could be observed at grades two, three, five and six on the same test. The median gain for project schools at those grades was in the 0.5 to 0.6 range; this means that these pupils were falling farther behind grade level by three to four months each year. Compared to test norms, Title I pupils lagged behind average reading levels by 7 months at third grade, 1.3 years at fourth grade, and 2.2 years at the 6th grade.

CONCLUSIONS: Title I pupils did about as well in terms of absolute grade level placement in reading this year as last; however, the objective (gain of one month for each month of instruction), was not met at any grade level.

This may be the result, in part, of factors other than the quality of instruction. One such factor was the variation in last year's scores: the great gains reported for some pupils may have artificially raised the pretest scores used as a base from which to measure gains. Another cause may have been the negative attitude held by many toward the testing program; this could have had a generally depressing effect on teacher and pupil morale and on the expectations held for pupil performance. Still another possibility lies in the fact that primary grade pupils who are receiving instruction from nonbasal texts, may be progressing towards reading independence in an entirely satisfactory manner but not perform well on the test; the skills required by the test may not correspond with the sequence of skills development on the texts being used. In such cases, judgment about the efficacy of the program must be deferred until the stage of reading independence is reached, usually about the fourth grade.

RECOMMENDATIONS: More definitive conclusions and recommendations await the availability of a better and more consistent program description; this should include an "educational audit" and more detailed information for evaluation, including the ability to follow the progress of a pupil through the grades. This would require a significantly greater commitment to evaluation than is now the case.

Tests are fairest to all when administered under conditions as nearly the same as possible. Trained testing teams could ensure controlled testing conditions and could consistently collect more information than is usually available for detailed evaluation. This would benefit teachers by freeing them of the numerous clerical tasks of evaluation.

The State required practice of pretesting the upper grades should be discontinued; it is expensive and time-consuming, and provides little information additional to that available through use of the previous year's posttest; furthermore, the time required to process results make them of little diagnostic

value to the teacher or the school. Also, the practice encourages "gainsmanship": the theory that posttest scores look better if the pretest scores were not too high.

Recommendations by administrators, teachers, and specialists included: expansion of the program to include more pupils in greater depth; addition of more specialists and norm reduction teachers; paid inservice, and school time provided for inservice; additional teacher aides; more clerical assistance; and a desire for increased flexibility in use of Miller-Unruh reading specialists.

Mathematics Abstract

Pupils		53,948
Elementary Schools		55
Mathematics Specialists		13
Teachers (taught all subjects)		201
Aides - Assisted in all subjects	full time	275
	part time	1124
Approximate Cost		$3,377,669

DESCRIPTION: In the mathematics component each school was encouraged to develop innovative approaches which would best meet the needs of its pupils. The following information, therefore, serves as a generalized description of the program without specific reference to the variations within the 55 participating ESEA schools.

The component served almost 54,000 pupils in kindergarten through grade six. Each school had the services of a special mathematics teacher whose duties varied from working almost full time with pupils to serving only teachers. This person was called "consultant," "specialist," "math resource teacher," or "math teacher" in the various schools.

Specialists in music, art, and physical education incorporated mathematics concepts and skills in their respective subject areas and helped regular teachers to individualize instruction by lowering class size. Also, education aides assisted teachers in most schools. Thirteen full-time math specialists served the mathematics component.

In some schools math teachers used the "pull-out" method to teach pupils in greatest need of help while the regular teacher worked with the remainder of the class. In others they engaged in team-teaching or taught demonstration lessons, some daily, some twice weekly. In a few schools certain teachers departmentalized mathematics and reading instruction with their two classes; one teacher instructed both classes in mathematics, the other taught reading.

TIME INTERVALS: The component operated from mid-September 1970 to mid-June 1971, and was continued for some pupils during the summer sessions.

ACTIVITIES: Instruction was provided on an individual basis and in small groups. Diagnostic tests, materials from the Madison Mathematics Project, programmed workbooks, basic and supplemental textbooks, and teacher-made learning materials were utilized. Concrete and manipulative materials such as abaci, Cuisenaire rods, and geoboards were used in independent activities. Pupils learned basic mathematics facts, measurement principles, problem solving, money and time concepts, and discovery methods. Compared with last year, a larger number of math labs and a greater amount of mathematics supplies and equipment were available for use by pupils and teachers.

Grade-level meetings, workshops, and inservice classes were scheduled regularly throughout the year to develop instructional materials, strengthen teaching skills, and increase effectiveness in the use of curriculum materials. Zone consultants assisted teachers in experimenting with new techniques and in interpreting test data. Monthly inservice meetings were conducted by zone mathematics consultants for school personnel specializing in mathematics. Services of mathematics education experts from outside the District were frequently utilized at these meetings.

OBJECTIVES: The goals of the component were

- to improve classroom performance in other skill areas (mathematics) beyond usual expectations.
- to raise the median gain of project participants in mathematics by 1.0 grade level as measured by standardized tests.

EVALUATION STRATEGY: Pre and posttests were used to measure achievement in mathematics of all pupils in grades three through six in the target schools. Third graders took the Cooperative Primary Test, while fourth-, fifth-, and sixth-grade pupils were tested with the Comprehensive Tests of Basic Skills. Special mathematics teachers and administrators rated various aspects of the program.

RESULTS: For the Title I schools as a group, the math component exceeded its objective of one year's growth in one year's time for three of the four grades tested. The sixth grade almost met the objective (six months' progress during seven months' instruction).

The greatest gain occurred in the third and fourth grades, both exceeding the objective by approximately 25% (ten months' progress during eight months of instruction). The fifth grade also exceeded the objective, but to a lesser degree (about 13%).

It should be noted, however, that even though project objectives were exceeded in three of the four grades and nearly met for the sixth grade, decrements from median grade placement ranged from just less than one year for the third grade to nearly two years for the sixth grade.

Analysis of gains covering a two-year period, 1969-71, indicated that current fifth and sixth graders achieved or exceeded the general objective in 28% of the schools (14 of 50).

While analysis indicated no significant differences in progress between the 1969-70 and 1970-71 school years, decrements from normal grade level equivalency increased in 1970-71 by 4 months in grade four and 1 month in grade five; the decrement in grades three and six remained unchanged.

CONCLUSIONS: Title I pupils exceeded the stated objective for grades three, four, and five, and almost achieved the objective for grade six. Decrements from grade levels based on national norms were slightly increased for two of the four grades.

RECOMMENDATIONS: The math component should be continued. Where priorities permit, the teacher-pupil ratio should be reduced in an effort to decrease the pupils' decrements from national norm grade levels.

English as a Second Language Abstract

Pupils	2047
Elementary Schools	23
Teachers	38
Aides	--
Approximate Cost	$307,050

DESCRIPTION: The English as a Second Language (ESL) component served pupils who were unable to speak English, or were having difficulty in speaking English, because of primary use of another language, usually Spanish, in the home.

The classes, from kindergarten through sixth grade, ranged in size from nine to eighteen pupils. Most pupils were initially identified and recommended for this component by their classroom teachers. Referrals were made by principals, parents, and ESL teachers. The ESL teachers screened pupils by means of oral interviews and diagnostic tests to determine their proficiency in English.

TIME INTERVALS: The component was in operation from mid-September 1970 to mid-June 1971. Instruction periods ranged from 30 minutes to one hour, to half-day self-contained, to full-day self-contained.

ACTIVITIES: The audio-lingual approach was emphasized in the program. Language development focused on interests and experiences that were familiar to the pupils in their native language.

Teachers provided opportunities for reading as soon as basic sentence patterns had been mastered. Pupils next learned to write, using materials from the ESL reading program and examples from their own conversation.

Before classes began, the coordinator and consultant planned and conducted two days of preservice for new ESL teachers. Subject matter included the problems and needs of non-English-speaking children, linguistics, second-language teaching techniques and procedures, an audio-visual materials workshop, and materials evaluation.

During the year the coordinator and consultant held two-and-one-half hour inservice meetings each month. Subject areas which had been introduced during the preservice meetings were expanded and discussed in greater depth, drawing increased relevance from the participants' actual ESL teaching experiences.

OBJECTIVES: The goal of this program was
to improve the verbal functioning level (English) of the children.

EVALUATION STRATEGY: ESL pupils in the 23 ESEA schools and pupils in seven comparison schools were given, pre and post, the ESL/Bilingual Structured Placement Test. The comparison pupils spoke little or no English but were not in the ESL classes.

RESULTS: The adjusted mean score of the ESEA group on the ESL/Bilingual Structured Placement Test was significantly higher than the adjusted mean score of the comparison group.

Parents responded favorably to the component and recommended that it be continued.

Classroom teachers, ESL teachers, and administrators reported that the component had improved the pupils' verbal proficiency in English, their attitudes, and their academic skills.

An inservice education program provided training and development of skills that would aid in attainment of the objective. Teacher participants reported the inservice program as successful. When asked to rate inservice content in terms of "expectation" and "fulfillment," teachers indicated that only one of the seven inservice items exceeded their expectations.

CONCLUSIONS: Pupil scores on the ESL/Bilingual Structured Placement Test indicated that the objective to improve the verbal functioning level of the children was attained.

RECOMMENDATIONS: The component should be continued and expanded.

Again, as indicated in the 1969-70 evaluation, the number of ESL teachers should be increased; self-contained classrooms should be used; periods of instruction should be lengthened; and coordination of activities between ESL and regular classroom teachers should be improved.

Pre-Kindergarten Abstract

Pupils	1005
Schools	38
Teachers	67
Aides	67
Approximate Cost	$1,311,000

DESCRIPTION: The pre-kindergarten program was designed to help meet the children's individual needs, to improve their self-image, and to assist them in achieving greater success in school. To accomplish this goal, this year's program increased the emphasis on developing academic readiness.

Classes consisted of a maximum of 15 children who would be of kindergarten age in the following year. Criteria used for selection included such factors as family circumstances, housing, economic status, and cultural background including extent of bilingual usage.

A diagnostic-prescriptive approach was utilized in the 67 classes involved. In each class of 15 children a teacher and an education aide planned indoor and outdoor activities to aid the individual child in developing perceptual and motor skills, appropriate social-emotional behavior, and readiness for successful academic performance.

In addition to full-time teachers, consultants, and the coordinator-specialist, part-time counselors and health services personnel also assisted in the component.

TIME INTERVALS: The component operated from mid-September 1970 to mid-June 1971. Daily classes were held for three hours either in the morning or afternoon. Teachers made home visits four days a week.

ACTIVITIES: Children's experiences included observing plants and animals and caring for them; participating in dramatic representations, particularly in the playhouse center; manipulating puzzles, blocks, and puppets; using toy telephones, wheel toys, and playground equipment; singing and listening to music; exploring art media; viewing films; and engaging in walking trips into the community. The children were able to explore and enjoy such activities individually, in small groups, and as members of an entire class. Instructional media included visual aids to help in learning to distinguish shapes; record players for use by children with listening difficulties; tape recorders to remediate speech difficulties; matching pictures for language development; and games designed to teach number concepts.

Pre-kindergarten children received physical examinations. (See Health Services abstract.)

In morning or afternoon, when they were not involved in class work, teachers made home visits, engaged in individual pupil and parent conferences, maintained records, acquired supplies and materials, and attended monthly inservice meetings.

Parents and community volunteers participated in this program on a rotating basis, with parent meetings held monthly in the several schools. Frequent staff conferences were held with teachers and supportive staff members.

OBJECTIVES: The goals of the pre-kindergarten component were
to improve the verbal functioning level of the children.
to improve the nonverbal functioning level of the children.

EVALUATION STRATEGY: The Bettye Caldwell Preschool Inventory was administered to each child in October 1970 (pretest) and in May 1971 (posttest). Parents, teachers, and administrators rated various aspects of the program, and teachers evaluated their education aides.

RESULTS: Data from the Caldwell Preschool Inventory indicated that children enrolled in morning classes did significantly better than those in afternoon classes. Component children achieved significantly more than did either the local control group or the comparable norm group, but older children did not perform significantly better than younger children except on the two concept activation subtests.

Responses to parent and administrator questionnaires showed that both groups regard the program highly. Although only a few administrators listed program weaknesses, pre-kindergarten teachers mentioned lack of parent participation and lack of space as two main problems. Teachers again, as in 1969-70, rated their aides at near maximum on all items.

CONCLUSIONS: Based on Caldwell Preschool Inventory results, it appears to be inconclusive as to whether morning or afternoon classes do better (since 1969-70 and 1970-71 results were in contrast). A comparison of component children with control and norm groups strongly indicates the success of the program, as do responses to questionnaires from parents, teachers, and administrators.

RECOMMENDATION: The component should be continued.

Kindergarten Abstract

Pupils	875
Elementary Schools	6
Teachers - Title I	2
Consultants - Title I	4
Teachers - District	33
Approximate Cost	$72,000

DESCRIPTION: The kindergarten component operated under two plans: 1) in each of two schools a funded teacher taught a class of her own (one of these teachers was replaced at mid term); and 2) in each of four other schools, a funded consultant worked with District teachers and their classes.

The total program served 35 classes of 25 pupils each; two classes were taught by funded teachers, and 33 classes were taught by District teachers working with four funded consultants.

TIME INTERVALS: Classes were held for three hours daily (½ hour longer than the preceding year) in either morning or afternoon from mid-September, 1970 to mid-June, 1971. Each teacher was assigned to one class per day.

ACTIVITIES: Activities were similar to those in regular District classes. Classes reported the use of the Southwest Regional Laboratory (SRL) First Year Communications Program, Behavioral Research Laboratory (BRL) Sullivan Programmed Readers, Ginn Language Kits, Harper and Row Basic Reading Program, Science Research Associates (SRA) Distar Reading System, and Bank Street Readers.

All teachers had the services of education aides and all attended District inservice meetings.

OBJECTIVES: The goals of the kindergarten project were
- to improve the verbal functioning level of the children.
- to increase the childrens' expectations of success in school. (Project participants will score on posttest at or above the national median score for entering first graders on the Metropolitan Readiness Test.)

EVALUATION STRATEGY: The Metropolitan Readiness Test (MRT) (Form B) was administered pre, October 1970, and post, May 1971, to pupils in 12 ESEA classes and in 12 comparison classes in both ESEA and non-ESEA schools; three schools in the consultant model were not pretested because project participation was not reported in time. Teachers and administrators answered questionnaires on the effectiveness of the component.

RESULTS: The total experimental group attained the national average percentile, but the funded-teacher model did not. The total group surpassed only one of the three local comparison groups. Differences in gains between experimental models were not significant, and all posttest scores were in the publisher's average range.

Children with prior school experience attained the highest post score. Groups who took both pre-and posttests made higher scores than did groups taking only pre or only post.

CONCLUSIONS: The component as a whole fulfilled its objectives, but the funded-teacher model performed below expectation, as based on last year's results. Differences may have been due to teacher or school effects. Children with preschool experience appeared to outperform those without it. Because they were not isolated for analysis, the effects of such variables as instructional time, class size norm, number of classes per teacher, and materials used are inconclusive.

Stability of residence and attendance may be a factor in school performance. It may be unrealistic to expect highly transient children to attain the national median score. The kindergarten component seemed to have little direction, supervision, or communication. There was apparently no provision for different treatment or materials in experimental classes.

RECOMMENDATIONS: The present emphasis on early childhood education indicates that the kindergarten level is potentially of the greatest importance and should be receiving a great deal of attention. However, since there is little evidence that the component as now constituted differs from the regular District program, it should be discontinued.

Evaluation of kindergarten programs should continue. Some effort should be made to isolate and study variables which may affect performance results.

Follow Through Abstract

Pupils	1400
Public Schools	15
Teachers	56
Aides	71
Nurses	2
Counselors	2
Consultants	3
Evaluator	1
Project Director	1
Approximate Cost Per Pupil	$714.00

DESCRIPTION: Follow Through was designed for early elementary grades with 50% or more of the project's pupils having had Headstart or an equivalent preschool program for one school year. The objective was to augment gains that they and the other pupils selected for Follow Through had made.

The Bilingual, California Process, and Los Angeles models of Follow Through were operating in three geographical areas of the District, each having different community characteristics and resources.

Distinguishing features found in all three models were an instructional program geared to meet the learning needs of these young pupils, staff development, a comprehensive program of supportive services, and active participation of parents in the planning, operation, and evaluation of the program.

TIME INTERVAL: The component operated from mid-September, 1970 to mid-June, 1971. A maximum of 25 pupils per class was instructed daily by a teacher and an aide. Kindergarten classes were two hours longer than others in the District; grades one and two met the District time norm.

Variations in the program were due to delays in deliveries of supplies and equipment, changes in personnel, and remodeling at two school sites. The earthquake of February 9,1971, which caused severe structural damage in three schools necessitated implementation of half-day sessions and the sharing of undamaged facilities.

ACTIVITIES: Meeting pupils' educational, physical, and psycho-social needs was the basis for operating the program in 1970-71. Pupils in all three models were instructed in large groups, small groups, and on an individual basis in the classroom and outdoors, in school and on study trips; basic materials were supplemented by multi-media, multi-sensory supplies and equipment.

There were three instructional models. The Bilingual was designed and operated for pupils whose cultural background is primarily Mexican American; it stressed the use of bilingual, bicultural materials to help each pupil develop his proficiency in English and Spanish. Experimental materials and staff development were provided by SEDL.

The California Process initiated a unique utilization of staff and parents on a District-State Developmental Team to design, develop, and implement a curriculum which was oriented toward the use of diagnostic-prescriptive methods and materials.

The Los Angeles featured sequentially developed experiences to meet individual learning needs and stressed the cultural heritage of the pupils as well as an educational environment for creative expression.

Articulation with preschool programs included sending pupil cumulative records from preschool sites to Follow Through teachers, holding joint meetings of preschool and Follow Through staff and parents, and extending the involvement of parents in their child's program from preschool to Follow Through.

Staff development included preservice and inservice sessions, individual consultation, and visitations. The focus was on instructional techniques to meet pupil learning needs in each model; preparation and use of instructional materials and equipment; and evaluation of pupil progress. Leaders were consultants from Follow Through, UCLA, SEDL, and the District.

Parents were involved with a Policy Advisory Committee at each school and with the City Policy Advisory Committee for the project; they volunteered to help in the classroom, and they assisted their children with school work at home.

Medical, dental, nutritional, guidance, and attendance services were rendered to Follow Through pupils and their families in each school as appropriate.

MAJOR GOALS AND OBJECTIVES: The five major goals were to provide: instruction designed to meet the educational needs of low income children, staff training and career advancement, parent participation in all parts of the program, supportive services, and continuity between Follow Through and previous preschool experience.

The two instructional objectives were:

by May, 1971, to raise the mean performance of kindergarten project participants in developmental skills to a level commensurate with the national norms for entering first grade pupils as measured by standardized tests.

by May, 1971, to raise the mean performance of first and second grade pupils in reading in excess of 10 grade-norm months per school year as measured by standardized tests.

EVALUATION STRATEGY: Data were analyzed by grade levels and were based on results of the Metropolitan Readiness Test (MRT), Form B, administered pre, October, 1970, and post, May, 1971, to Follow Through kindergarten pupils and on the Cooperative Primary Reading Test (CPT), Forms 12A and 23A, administered post only in May, 1971, to first and second graders respectively.

Locally developed questionnaires and rating scales were employed to obtain an evaluation of the instructional program, supportive services, and parent involvement from Follow Through staff and parents.

RESULTS: Findings in pupil achievement have been analyzed by grade levels for the total project and by each model.

Kindergarten - Follow Through and Comparison Groups[1,2]: Follow Through pupils showed a gain on the MRT post mean score significant at the .01 level over the scores for the three comparison groups [1,2,3]. Follow Through pupils met their stated objective as they were above the national norm percentile.

Follow Through Models: All three models were above the national norm percentile rank; however, the California Process Model post mean score was significantly better than the score for the Los Angeles Model. There was a .01 level of significant difference on the post mean score for Follow Through pupils in all three models over scores for the comparison groups pupils.[2]

Preschool Experience: There was no significant difference between posttest scores of Follow Through pupils who had preschool experience and those who did not in the Bilingual and Los Angeles models. California Process Model pupils with no preschool experience gained at the .01 level of significant difference over pupils with preschool experience.

Individual Schools: There was a .01 level of significant difference between pre- and posttest mean scores for pupils in each Follow Through school as well as for comparison group pupils. Follow Through pupils were above the national norm percentile; comparison group pupils were not. There appeared to be a trend toward increased achievement in developmental skills among Follow Through pupils, as the 1969-70 national norm percentile rank was 55 compared to the 1970-71 rank of 61.

Grade One - Follow Through and Comparison Group[2]: Follow Through classes scored significantly higher in reading achievement as measured by the CPT than did the comparison group[2]. The grade equivalent for Follow Through pupils was 1.7 which was also the District and target area norm; the comparison group's grade equivalent was 1.5. Pupils enrolled in Follow Through for two years received a 1.8 grade equivalent score.

Follow Through Models: There was no significant difference among the models; however, the Los Angeles Model pupils attained a 1.8 grade equivalency, the Bilingual and California Process models, 1.7. Pupils in all three models scored significantly higher than did the second comparison group.

Preschool Experience: California Process Model pupils with preschool experience scored at the .01 level of significance over scores for pupils with no preschool experience. There was no significant difference in reading achievement for pupils with preschool experience and those without this experience in the Bilingual and Los Angeles models.

Individual Schools: The range for reading grade equivalents was 1.5-1.9 for Follow Through schools in all three models and 1.5-1.7 for the three comparison groups. Six of the nine Follow Through schools were at or above the District grade equivalent of 1.7; one of the comparison groups was above the District average, one at the average, and one below it.

First Group -- Comparison classes, Follow Through schools
Second Group - Comparison classes, Non-Follow Through schools in Target Area
Third Group -- Comparison classes, schools in Non-Target Area

Grade Two - Follow Through and Comparison Groups: There was a growth of six grade-norm months in reading between May, 1970 and May, 1971 in grade two Follow Through classes; the comparison group showed a gain of five grade-norm months for this same period.

Preschool Experience: There was no significant difference in reading achievement scores for Follow Through pupils with preschool experience and those with no preschool experience. The interpretation of this data must be reported with caution, however, as this was a limited sample.

Staff Responses - Teachers: Responses from 34 teachers showed general satisfaction with Follow Through, but indicated a need for more comprehensive supportive services and for staff development to focus on specific learning needs of pupils in the three models. The 50 teachers who responded rated their aides favorably on willingness to carry out instructions; establishing rapport with teachers, parents, and pupils; and taking charge of small groups of children.

Administrators: Principals commented favorably about the focus on learning needs, lower class norms, teacher aides, additional materials, expanded supportive services, and parent involvement. They expressed concerns about delays in deliveries of materials.

Supportive Services - Medical: The school nurses held conferences with parents, staff members, and pupils in addition to conducting a health education program for pupils and parents. Medical defects were identified and corrected in 302 pupils. 1133 pupils had their hearing tested, and 913 had their vision screened. Corrections were completed for 44% of the visual defects detected, 40% of those relating to ears-nose-throat, and 36% of the dental defects.

Dental: Services included identification of dental treatment facilities, a program of dental care, and an examination-re-examination survey of 1315 pupils. Results showed a 61% reduction in the number of pupils needing urgent dental care, an 18% drop in the number of those requiring some dental care, and an 11% increase in the number of pupils whose dental care was apparently normal, i.e., there were no visible cavities.

Nutrition: All Follow Through pupils were served a breakfast or snack, and a lunch at school each school day. The type of food and style of serving varied from model to model and from school to school on the basis of pupils' needs and the physical facilities for serving at the school.

Pupil Personnel Services: The emphasis in guidance services was on completion of 589 diagnostic-prescriptive pupil profiles which included results from one or more individual tests. Other services were holding conferences with staff, parents, and community agencies' representatives; providing resource help to teachers on group testing; conducting staff development for teachers; and serving on the Guidance Committee. Analysis of attendance services revealed that 54% of Follow Through pupils and their siblings in grades 1-6 were referred for reasons of absence, tardiness, or need for special services related to school or social adjustment.

Parent Responses - Parent Ideas About Follow Through: Of the 417 parents responding, 98% wanted their child to continue in Follow Through, 98% helped their child with his school work at home, and 64% helped in their child's class at school. 78% added supportive comments indicating that Follow Through had helped

their child, that they approved of the instructional program and the staff, and that they would like more parents to participate.

Policy Advisory Committee Ideas about Follow Through: The 72 PAC members reported very positive feelings about the program and PAC activities. They indicated that they were involved in developing and approving the application for the Follow Through grant; that PAC gave them an opportunity to meet other parents with the same problems; and that PAC helped the parents and school people develop mutual understanding.

CONCLUSIONS: The first major goal of providing instruction to meet the educational needs of Follow Through pupils is being met. The Kindergarten pupils' mean performance was above national norms. The grade one pupils' mean performance met the District and target area norm. The grade two pupils' mean performance was a gain of six grade-norm months.

Staff and parent responses indicates that the other major goals for staff development, supportive services, continuity between Follow Through and preschool programs, and parent involvement are being met at a satisfactory level.

RECOMMENDATIONS: On the basis of the findings cited in this report for 1970-71, it is recommended that Follow Through be continued and expanded.

A data bank should be established in order to fulfill more effectively the requirement in the federal guidelines for a long range study of school achievement for Follow Through pupils.

Further study should be conducted to investigate the differences among Follow Through pupils in levels of language development and in the influence of the degree of parent involvement.

A more intensive identification of gifted and special education pupils should be made in Follow Through classes.

AUXILIARY SERVICES

Counseling Abstract

Pupils	7200
Elementary Schools (Public)	55
Nonpublic Schools	32
Counselors	35
Approximate Cost	$576,595

DESCRIPTION: The counseling component is an ongoing program designed to provide services to target schools within and outside the District. Of the 35 counselors added by the component, 25 served the District's 55 ESEA Title I elementary schools, seven supported nonpublic schools with Title I programs, two helped the Follow-Through Program and one functioned as a counselor-consultant to Prekindergarten teachers. Among the 55 schools with saturated compensatory programs, six chose not to spend funds for extra counseling services. The other 49 schools varied widely in the amount of extra counseling they utilized, ranging from a counselor one day per month to two full-time counselors.

TIME INTERVALS: Counselors began their assignments seven days before the opening of school in September, 1970, and continued three days past the close of school in June, 1971. The counseling specialist who coordinated the program served 11 months.

ACTIVITIES: Counselors engaged in a wide variety of counseling and psychological services; type of service offered depended upon the needs of the schools, the training and skills of the individual counselors, and the limits of time and school facilities. They counseled with children and parents individually and in groups; made individual psychological studies of pupils with learning and/or behavior problems, including educational diagnosis and teaching recommendations; helped clarify information on mental hygiene and child development for parents and teachers; and assisted school staff members in the interpretation of test data. Counselors also worked with community groups, service agencies and the School Advisory Committees.

The Title I counseling specialist assisted in District inservice workshop designed to help counselors in the following areas: assessing the "in-between" pupil; helping pupils with language handicaps; brainstorming for innovative practices; the counselor and the community; behavior modification; the opportunity room; group counseling action and interaction; the challenge of reorganization; planning for K-12 zone counselor role; and the "un-session." Each counselor attended his choice of four workshops. Invited guests from universities and neighboring school districts, and qualified members of District and Title I programs served as leaders. Title I counselors also attended two other Districtwide inservice meetings and monthly zone meetings. New counselors received approximately 40 hours of inservice training from the District counseling staff and the Title I counseling specialist.

OBJECTIVE: The goal of the counseling component was to identify specific assets and limitations relating to the learning process.

EVALUATION STRATEGY: Records of counselor activities, including the number of pupils served, were tabulated. Ratings by teachers and counselors, and comments of program effectiveness by teachers, counselors, and principals were tabulated, categorized, and analyzed.

RESULTS: Teachers (601) assigned average median ratings to their schools' counseling services for helping them to work with pupil learning, behavior, and self-concept problems. Teachers (212) who had five or more pupils seen by a counselor rated these services slightly above average. Teachers (81) who had no children contacted rated the program below average.

Counselors' ratings indicated that they performed most effectively when working individually with pupils, teachers, and parents.

District records of counselor services showed a decrease from the previous year in testing activities and an increase in supplementary counseling of pupils, teachers, and parents.

CONCLUSIONS: The counseling component fulfilled its objective of identifying pupils' specific assets and limitations related to the learning process. Teacher reactions to counseling services differed widely. Counselors and administrators felt that the component was effective.

RECOMMENDATIONS: Establish more counselor positions to reduce the pupil to counselor ratio. Performance objectives for counseling services should be developed.

Counselors should work with principals and teachers at each school to explain counseling activities, establish school priorities, and clarify procedures for the staff.

Closer teacher-counselor teamwork should be maintained to assist children who have learning and behavior problems. More counselor time, inservice training, and District planning should be directed toward this goal.

Health Services Abstract

Pupils	51,251
Pupils (nonpublic)	1,897
Elementary Schools	55
Elementary Schools (nonpublic)	32
Staff nurses	40
Other personnel	10
Approximate Cost	$703,318

DESCRIPTION: The health services component, administered by zones A and B, provided diagnostic services and expedited remediation of health defects. The component served more than 51,000 pupils, pre-kindergarten through sixth grade, in 19 schools in Zone A, and in 36 schools in Zone B; additionally, it served almost 1900 pupils enrolled in specially funded reading and mathematics projects in 32 nonpublic schools. The Health Resource Unit conducted tuberculin skin tests and used its dental trailer to provide dental care.

Thirty-two specially funded nurses, including one supervisor and two nurses utilized in tuberculosis survey, were assigned to the 55 public schools. Two additional nurses worked in the 15 schools having Follow Through Programs. Six nurses served the 32 nonpublic schools. The 55 Title I public schools received the prorated services of 7.5 physicians. One school dentist was assigned to the Follow Through program and one dentist, working for three months under a minigrant, served the 32 nonpublic schools.

TIME INTERVALS: This component operated from mid-September 1970 to mid-June 1971. Pupil contacts varied in length of time, according to the nature of the services.

ACTIVITIES: The Health service team focused on the correction of defects identified by previous health profiles or by current examinations by school physicians. Summary sheet identifying defect, activity regarding referral of defect, and final results of referral were submitted for each pupil attended by school nurses and physicians.

Other services included dental care and prophylaxis to pupils without resources, and tuberculin testing for all pupils new to the District. Dental screening, dental x-rays when indicated, follow-up of dental defects, and dental health education were furnished to pupils in Follow Through programs.

Minigrants late in the school year provided dental screening follow-up, referral, and dental education to pupil participants in the nonpublic school program; and eye care for pre-kindergarten, kindergarten, and first grade pupils.

Specially-funded nurses participated in the regular District inservice program.

OBJECTIVES: The goals of the health services component were
to identify health defects of children.
to assist parents in obtaining appropriate health referral.
to correct dental defects in pupils.

EVALUATION STRATEGY: Evaluation consisted of a frequency count of health services and participants. Services were compared to those rendered in previous school years. Staff ratings and comments on component effectiveness were analyzed.

RESULTS: Health services were provided for more than 51,000 of the 56,000 pupils enrolled in the 55 target elementary schools and to almost 1900 project pupils in 32 nonpublic schools.

Doctors, nurses, and dentists discovered more than 19,000 pupils with health defects, and followed up on more than 28,000 residual cases. They were able to secure correction of defects for 8500 pupils. Tuberculin tests were administered to almost 7000 pupils and audiometric tests to more than 25,000. The number of health defects discovered was down slightly from last year, but the percentage of defects corrected remained the same. Dentists examined more than 10,000 pupils in public schools, but this was less than half the number seen the previous year. They examined almost 2000 in nonpublic schools. An experimental dental radiographic survey found cavities in almost one-fourth of children previously classified as "apparently normal." Nurses wrote 12,000 health profile summaries, but zone coordinators discontinued the complete health history profiles. The greatest number of major defects were dental, followed by visual and ear-nose-throat.

School staff ratings and comments were favorable, but all personnel were concerned about program limitations, including the need for more physicians. Staff stated that District health services had been reduced by more than 10% from the preceding year and that nurses were prevented by legal limitations, parental disinterest, and sheer lack of resources from rendering more than contingency services. One school administrator reported that federal-District services were not apportioned properly.

CONCLUSIONS: The component was successful in attaining its objectives of identifying and correcting health defects while operating under difficult conditions. Casual services were rendered to more pupils than in 1969-70, but other services, including dental examinations and comprehensive report writing, were severely curtailed.

The innovative dental diagnostic survey was highly successful.

District cutbacks occasioned a loss in services. Decentralization may be responsible for some lack of organization and decrease in volume of certain services.

RECOMMENDATIONS: The component should attempt to maintain the present level of services, with emphasis on the correction of health defects. Lines of communication should be established through the four new service centers with school administrators and community advisory groups. Priorities should be set for the kinds of services desired. The help of paraprofessional medical aides enrolled in training programs should be obtained.

Pupil Services and Attendance Abstract

Pupils	27,000
Public Schools	55
Nonpublic Schools	32
Counselors	27
Approximate Cost	$415,962.50

DESCRIPTION: The pupil services and attendance (PSA) component supplemented regular District services in the 55 target schools. Twenty-five ESEA funded positions were allocated to the schools on the basis of the additional funds budgeted by individual schools. Two additional funded positions were assigned to the Follow Through component. Services were provided on request to 32 nonpublic schools.

TIME INTERVALS: The component operated from mid-September, 1970 to mid-June, 1971. Pupil and parent contacts varied in length and frequency, according to need.

ACTIVITIES: Counselors conducted pupil, parent, and staff conferences to identify, study, and follow up pupil attendance problems. They telephoned and visited homes, and maintained liaison with other agencies. All PSA counselors attended District inservice workshops.

OBJECTIVES: The goals of the PSA component were
- to increase parent awareness of the responsibility to see that their children attend school.
- to improve attendance in school.

EVALUATION STRATEGY: Percentages of attendance, and the number of services and participants were tabulated and compared with those of previous years. Staff ratings and comments on component effectiveness were analyzed.

RESULTS: PSA counselors served directly more than 27,000 pupils, approximately half those enrolled in the 55 target public elementary schools. This represents an increase of almost 50% over the 18,000 served in the same schools last year.

Characteristics of the counselees were similar for the two years. Most pupils were referred for absence, with health given as the major contributing factor. Interview with pupil, with other-than-parent, or with parent was the most frequent remedy of the eight kinds of "actions taken." There were 2.5 actions taken per referral. Sample groups of counselees referred for attendance and discipline problems made gains in school adjustment marks and attendance. Means of school percentages of attendance were numerically higher than for the two preceding school years.

Teachers rated the component average on its performance in improving attendance, and above average in increasing parental awareness of responsibility. Sixty percent of teacher comments on the component were favorable; the majority of unfavorable comments were concerned with program limitations. One seventh of the respondents cited uncooperative parents. One tenth expressed a fatalistic belief that no service can be effective with chronic offenders. Comments by administrators were similar to those of teachers. They also commented that counselors' talents were misused on paper work.

CONCLUSIONS: The component attained its objectives of improving attendance in school and increasing parental awareness of responsibility. Attendance, as measured in means of school percentages, improved. Pupils counseled by PSA counselors improved in adjustment marks and attendance.

RECOMMENDATIONS: More clerical assistance should be provided for counselors. School-community advisory councils should be stimulated to reach disinterested and uncooperative parents.

Continue to consolidate work with guidance counselors. Investigate improved methods of reporting to facilitate the feedback of data to schools; this will require planning and cooperation on the part of various service units (Pupil Statistics and Data Processing); these units were apparently designed to report to agencies, not schools.

INTERGROUP RELATIONS

Abstract

Pupils	3500
Elementary Schools	73
Teachers	100
Parent Volunteers	1000
Approximate Cost	$372,741

Description: The Program for Interschool Enrichment (PIE), a continuing component in its fourth year, utilized classes of Title I and non-Title I pupils to provide opportunities for cultural enrichment and intergroup experiences. Fifty classes from 38 Title I schools were paired with 50 classes from 35 non-Title I schools, grades K-through-6. Teachers of the paired classes met at the beginning of the school year and developed instructional themes appropriate to their goals for the year. The partner classes attended 13 or 14 day-long sessions during the year, either at a school or at a field trip destination; on these days the paired classes worked, played, ate lunch, rode the bus, and generally functioned as a single, large class. These meetings were designed to expose the children to a variety of informal social situations favorable to intergroup communication.

Parents helped teachers plan the program, assisted with classroom activities, and accompanied classes on field trips. Through their personal involvement (almost 1000 parents participated) they expanded the scope of the intergroup component.

Substitute teachers were provided to release PIE teachers for the all-day inservice meetings held six times during the year; additionally, one inservice session was held for the partner teachers by the PIE staff. Teachers communicated with their partners by school mail and by telephone if toll charges were not prohibitive.

Time Intervals: The component was conducted for the full school year, mid-September, 1970 to mid-June, 1971.

Activities: Each K-through-6 class worked with a partner class, usually of a different racial, ethnic, or socioeconomic background, on a theme appropriate to both groups. Themes were most commonly related to social studies and/or science and included such topics as ecology, living together, law enforcement, urban and community life, and self-understanding. Field trips stimulated intergroup activities, provided enrichment for the class theme, and helped the children to communicate through the media of art, music, writing, and photography. Trips were taken to more than 50 different centers and workshops. Two classes, sponsored by the state legislature, made a one-day legislative tour of Sacramento. Later in the year, the legislature sponsored a three-day tour for two other classes. Nevada Girl Scouts invited and sponsored two PIE classes on a tour of Hoover Dam. Several partner schools held joint picnics for both parents and children.

Classroom activities included exchanges of letters, tapes, photographs, movies of shared experiences, news articles, stories, and poems. Children also produced various reports and research products.

"PIE Happenings," a four-page newspaper of student articles and stories, was published twice a semester and was distributed to all schools and offices involved in the program.

The PIE staff coordinated the program and provided group and individual inservice education for PIE teachers. They also attended numerous School Advisory Council meetings, PTA, and other parent and community group sessions to explain the program, discuss goals and objectives, and to resolve conflicts arising from the differing attitudes and opinions of the people involved.

Description and Activities of Other Intergroup Relations: Approximately 52,000 children were enrolled in the 55 Title I schools but not in PIE classes; they were dependent upon their regular school programs for intergroup experiences. Most frequently reported instructional activities were use of Ethnic Study Centers (43 schools), trips to cultural or ethnic centers (42), assemblies with intergroup or intercultural themes (33), and use of curriculum materials designed to promote intergroup values (30). Pupil and teacher exchanges among schools (10), sister-school programs other than PIE (8), and school newspaper exchanges (7) were additional activities listed. Not systematically recorded was the follow-up of these activities in the classrooms or the direct and incidental teaching of human relations in the school program. Predominantly adult functions related to intergroup activities, such as curriculum development, workshops, minority employment, and volunteer programs, are described in this report under Parent Involvement and Staff Development.

Objective: The goal of the intergroup relations component was
to change in a positive direction attitudes toward other ethnic groups through multicultural experience.

Evaluation Strategy: A pupil attitude scale was designed to assess self-concept and feelings toward other ethnic groups. The scale, prepared with standard directions, contained simple, stick-figure choices for children grades K-6. A pretest was administered in October to all PIE pupils and comparison groups. A reliability study, however, made further use of the instrument inadvisable. The evaluation design was then modified to sample pupil opinion of the PIE program at the end of the year.

Ratings by PIE teachers and administrators of items designed to assess program objectives were analyzed. Parent questionnaires were summarized, and results were tabulated. Open-end comments on strengths and weaknesses were analyzed as were recommendations by parents, principals, teachers, and pupils.

Results: The Program for Interschool Enrichment directly involved 3500 children in planned and informal intergroup activities. Approximately 1000 parent volunteers actively participated.

Teachers and principals rated the program effective in providing the children with enrichment experiences, in improving pupil self-image, and in helping pupils develop positive attitudes toward other ethnic groups.

Parent responses to questionnaires indicated strong support for the program. About 95 percent of the parents wanted the program continued.

Sixty-to-70 percent of the pupils sampled expressed positive feelings about the children of other races or ethnic groups with whom they had associated in the program. Twenty-five-to-thirty percent indicated negative feelings.

Conclusions: As indicated by ratings of teachers and principals and comments of parents and pupils, the program accomplished its objective of effecting positive changes in pupil attitude toward other ethnic groups.

Planned field trips to sites and centers which were related to class activities stimulated pupils and enriched the curricula.

Inservice programs and sharing of ideas assisted teachers in conducting intergroup relations activities and supplemented regular teaching programs.

Recommendations: The ideas and techniques of PIE should be made available to the rest of the classes in the school; procedures for doing this need to be developed. Modified programs could be expanded to include other schools if partner classes combined their school journey programs with intergroup activities.

Locate or develop a self-concept scale for use with pupils. Written and taped responses to their ethnically integrated responses should be obtained.

Teachers selected for PIE should have skills and/or aptitudes in human relations. Inservice should be continued and expanded to offer specific techniques and activities for teachers to use. Partner teachers should be carefully paired to insure cooperation and improve planning.

Parents should continue to be involved in the program as fully as possible. School advisory councils and parent groups should work to sharpen program objectives and publicize activities.

Evaluation Strategy of Other Intergroup Relations: Questionnaires to be completed by teachers and administrators were developed and used to evaluate the extent and effectiveness of other programs or activities in intergroup relations.

Results of Other Intergroup Relations: The provision of ethnic study centers in libraries or classrooms (mentioned by 43 principals and 379 teachers), school assemblies promoting intercultural understanding (33 principals and 336 teachers), and the development and use of curriculum materials promoting intergroup values (30 principals and 248 teachers) were the most frequently reported intergroup activities (excluding PIE). Principals also indicated that school journeys to cultural and ethnic centers (42 mentions) and the use of minority group staff,

education aides, noon-duty aides, playground directors, and leaders (45 references) were important to the intergroup relations component.

Twenty-eight of 48 principals provided staff inservice training in human relations.

Conclusions of Other Intergroup Relations: Diverse combinations of intergroup activities reported by teachers and principals reflect varied programs in the schools.

Recommendations of Other Intergroup Relations: Principal comments indicate that the intergroup relations component could benefit from more definite guidelines and inservice training for teachers and administrators.

PARENT INVOLVEMENT

Abstract

Parents	Approx. 25,100
Elementary Schools	55
Approximate Cost	$769,426

DESCRIPTION: Parent involvement activities were designed to increase understanding between schools and their communities, improve education, and assist the schools in meeting the needs of youngsters more effectively.

To these ends, school personnel, parents, and community representatives worked together in School-Community Advisory Councils, in Parent-Teacher groups, classes or workshops, and in a wide variety of projects and activities.

TIME INTERVALS: More than 25,000 parents of pupils in the target schools participated in parent involvement activities which extended from mid-September 1970 through mid-June 1971. Members of Citizens' Compensatory Education Advisory Committees and local School-Community Advisory Councils also were involved in planning for summer sessions, June 28-August 6, 1971; parent involvement continued during this period.

ACTIVITIES: Each of the 55 target schools continued to work with its local School-Community Advisory Council. In these groups, parents and community representatives (some of whom were also serving on one of the three Citizens' Compensatory Education Advisory Committees) joined teachers, administrators, education aides, and other school personnel in plans and projects to help schools and communities work together.

Eleven schools reported assignment and activity of school-community liaison teachers or consultants, thus emphasizing the importance ascribed to the component.

Additional methods or programs to promote parent involvement which were listed or described by numerous schools in their summaries were: the use of parent-volunteers (43 schools); visits by parents to Open House, Back to School Night, classroom sessions, or demonstrations (43); the offering of classes or workshops for parents (39); and activity of PTA or parents' club (29).

Parent conferences, which in some cases replaced the traditional report cards, were reported by 25 schools. The descriptions also stated that parents accompanied classes on school journeys in at least 24 schools, and assisted in all Pre-Kindergarten, Kindergarten, Follow Through, and Program for Interschool Enrichment (PIE) classes.

The following parent involvement activities were listed by the number of schools indicated: work as education aides (19); attendance at special events and programs, such as those at Halloween or Christmas (16); service as block parents, participation in social activities, and assistance as tutors (15 each); and help with after-school clubs (14); home visitation (13); production of newsletter, bulletin, or news release publicity (12); work as room mothers, attendance at grade level meetings, and provision for child care during meetings or events (8 each).

Community meetings were reported by five schools and the showing of educational or recreational films by four. Each of the following activities were listed in three reports: new teacher orientation or "Teach the Teacher" programs; teacher inservice to increase sensitivity to community feelings; welfare programs; parent assistance in the school library; assistance in construction of aids; and improvement of school-community relations through use of community programs and resources. Two schools reported "Teacher Walk" programs which took the instructors into the community.

To promote parent involvement, 17 schools considered as important the use of letters, bulletins, news releases, and other methods of communication. Other techniques included discussion groups (7), workshops (6), social gatherings (4), demonstrations (4), and speakers (2). Also mentioned in at least one description each were: oral language presentations, displays, supervision for children, films, tape recording and videotape, and the use of a telephone tree.

OBJECTIVES: The goals of the parent involvement component are
to raise the academic achievement level of ESEA Title I participants.
to improve communications among school, home, and community resources.
to assist parents in understanding the educational program of the school.

EVALUATION STRATEGY: Strategy to measure the increase in the academic achievement level of ESEA Title I participants is reported in the evaluation of instructional activities, and specifically in the evaluation of programs in reading and mathematics. Standardized tests were used to measure academic achievement levels of Title I participants.

Rating scales and questionnaires were distributed in March and April 1971, to parents, members of School-Community Advisory Councils, teachers, and administrators; they assessed the effectiveness of parent involvement activities in improving school-home-community communication and in parental understanding of the educational program of the school.

RESULTS: Questionnaires were distributed to parents of children in randomly selected classes. More than 35% (1580 forms) were returned. Almost 38% of the respondents had joined parent clubs, advisory councils, or other such school groups. More than 83% had conferred with teachers concerning their children, and almost 96% believed that their children took pride in the school.

Less than 6% of the parents who responded (as compared to 12% in 1969-70) had been discouraged by school personnel in participating in school affairs; 92% (an increase from 76% at midyear 1969-70) had received information about their children and the school program; and 80% (a rise from 55% in 1969-70) had visited the school or their child's classroom during the year. However, less than 30% stated that they had seen articles about the school or its pupils in local or metropolitan newspapers.

April responses from School-Community Advisory Council chairmen and members indicated that these groups were composed and organized to their satisfaction, and that the groups were working effectively to consider important topics and to successfully complete projects or activities.

Teachers (1767 responses represented more than a 65% return) reported parent conferences, meetings with advisory councils and parent groups, and a wide variety of other parent involvement activities. School programs designed to improve communications and to increase parent understanding were rated effective, though not as effective as they might be.

Responses of 50 principals to an administrative questionnaire showed PTA or parent groups in 43 of their schools with memberships ranging from 10 to 680, totaling more than 10,000 parents. They also reported work of parents as paid employees and volunteer aides, and indicated that adult classes were offered in reading, mathematics, and other subjects.

CONCLUSIONS: Parent involvement with the schools continues to grow, with greatest interest evidenced in these areas: budget; Title I and general academic programs; health, safety and welfare of youngsters; school policies, programs, and needs; community resources and programs; and community-school relations.

Although development of good working relationships has not always been easy, schools and their communities are benefiting from provision of opportunities for parent-school-community interaction.

RECOMMENDATIONS: Efforts to involve parents and to improve communications among school, home, and community resources should be continued and increased.

If raising the academic achievement level of ESEA Title I participants is to be retained as an objective for Parent Involvement in 1971-72, agreement should be reached on a method of ranking schools in extent and depth of involvement; progress of youngsters in schools with the greatest and least parent involvement could then be compared.

As in 1969-70, the need for greater effort in publicizing school activities can be inferred.

STAFF DEVELOPMENT

Abstract

Elementary Schools	55
Staff Personnel	4173
Classroom Teachers	2219
Reading Specialists	326
Mathematics Specialists	118
ESL Specialists	40
Directors, Supervisors, Coordinators, Resource Personnel	181
Counselors	37
Others (Administrators and Special Teachers)	49
Instructional Teacher Aides or Assistants	979
Community Aides	224
Approximate Cost	$1,061,940*

*Includes elementary, secondary, and central office

DESCRIPTION: Los Angeles' 55 ESEA Title I elementary schools utilized local school, zone, district, and community resources in offering preservice and inservice activities.

Zone and district offices arranged programs for reading and mathematics consultants or specialists, teacher-librarians, pre-kindergarten teachers, Follow Through personnel, and teachers of Program for Interschool Enrichment (PIE) classes. Aides were also involved in some zone and district programs, and in many individual school inservice activities.

Thus inservice programs, planned for all school personnel, were organized by school administrators, resource teachers, consultants or specialists, regular classroom teachers, and advisory committees.

TIME INTERVALS: Staff development activities began with preservice meetings in September 1970 and continued throughout the school year; its extension into the summer session, June 28-August 6, 1971, included a program involving both parents and members of the school staff.

ACTIVITIES: Reports from schools indicated these staff development activities at local level: general faculty meetings (44 mentions), grade level meetings (43), classes or workshops (35), demonstrations (20), speakers (12), visitation and observation (10), and group discussion (6).

Varying according to local needs, the programs in individual schools emphasized reading instruction (22 reports), mathematics (14), orientation for new teachers (6), and classes offered in connection with a college or university (3). Programs designed to improve human relations, and programs in which instructional materials or teaching aids were developed were each reported by three schools. Inservice for aides was mentioned by 20 schools, and the school summaries show that parents were included in staff development in at least two cases.

Zone and district programs featured inservice activities planned for principals, zone personnel, resource consultants, Pupil Services and Attendance (PSA) workers, counselors, teacher librarians, and teachers of pre-kindergarten Follow Through, enrichment, and English as a Second Language (ESL) classes.

OBJECTIVES: The goals of the staff development program were
to raise the academic achievement level of ESEA Title I participants.
to provide inservice education by
improving understanding of the effects of poverty on children.
improving intergroup and intercultural understanding.
improving teaching skills in specific instructional areas.
improving skills and use of paraprofessionals (e.g., education aides).
improving skills and use of supportive personnel (e.g., counselors).
improving skills in diagnosing individual student learning needs.
developing curricular innovations.

EVALUATION STRATEGY: As shown in evaluation of instructional activities in reading and mathematics, standardized tests were used to measure academic achievement levels of Title I participants.

To assess effectiveness of staff development activities, rating scales and questionnaires were distributed to teachers and administrators in March and April 1971. In addition, programs for specific instructional or supportive service groups (e.g., ESL teachers, counselors) were evaluated within the framework of the specific component, whenever the content of programs was known in time to plan evaluation devices.

RESULTS: Estimates from administrators, ratings by teachers, and reports of teacher attendance at staff development sessions, indicate that the greatest importance was assigned to general faculty meetings, workshops, and grade level meetings. Other inservice approaches, in order of significance, were zone meetings, classroom observation within the school, visitation and observation in another school, school inservice in cooperation with a college or university, and district inservice.

Teachers (1509 submitted evaluations) assigned relatively low ratings to the effects of staff development on their skills or attitudes. They considered it least valuable in improving their understanding of the effects of poverty on children, and most helpful in improvement of teaching skills in specific instructional areas. Objective by objective, no median rating assigned this year was as high as that given in 1969-70.

Most comments on inservice were positive, however, and ratings by mathematics, reading, ESL teachers were often higher than those recorded by all respondents as a group. In addition, more experienced teachers continued, as last year, to rate the values of staff development more highly than did teachers with fewer years of experience.

Teachers and administrators confirmed the value of presentations on techniques with direct classroom application. Relevant topics, opportunity for discussion and questions, and sessions which brought out community feelings were also considered of value.

CONCLUSIONS: Important elements of staff development programs appear to include: flexibility for local schools to meet individual needs; adequate advance planning; provision of time for participation and recognition, in pay or status, for inservice activity.

It follows that programs with the best chance for success will be tailored for a school, a small group of schools, or a specific group of people. Such programs can be developed, and revised as necessary, by the participants (parents, aides, teachers, or administrators).

RECOMMENDATIONS: With provision for and adequate time allotted to joint planning, geographical clustering of schools for inservice could result in more efficient use of consultant and/or guest speaker time. Also coordination and exchange of ideas among nearby schools could be facilitated by such organization.

Area and District personnel should assist with local planning, without decreasing individual school autonomy and responsibility. Their responsibility for area and District activities needs to be clarified, and coordination is needed to avoid duplication of effort.

Inservice participants desire emphasis on techniques that can be used in the classroom, relevant topics, and meetings which provide opportunity for questions and discussion.

Evaluation of inservice sessions would be facilitated if content for meetings were clearly delineated enough in advance to prepare appropriate evaluative instruments.

SECONDARY SCHOOL COMPONENTS

The same components exist at secondary level as at elementary. The emphasis in instruction, however, at secondary level is incorporated in a reading and mathematics core designed to bring skills of older students to an achievement level necessary for satisfactory performance in everyday life.

INSTRUCTION

- Reading and
  Mathematics Core

AUXILIARY SERVICES

- Counseling
- Health
- Pupil Services and Attendance

INTERGROUP RELATIONS

PARENT INVOLVEMENT

STAFF DEVELOPMENT

INSTRUCTION

Reading and Mathematics Core Abstract

Pupils		4859
Schools		17
Senior Highs	2	
Junior Highs	15	
Reading teachers		54
Mathematics teachers		54
Education aides III		94
Counselors		21
Clerks		34
Compensatory education coordinator		17
Cost budgeted		$3,323,013

This year, as last year, instruction in the Student Achievement Center (SAC) consisted of a reading and mathematics core designed to improve pupil achievement in these two areas.

The reading/language development component provided intensive instruction for the improvement of skills in reading, listening, speaking, and writing.

The mathematics component presented fundamentals of mathematics and provided for understanding of certain mathematical ideas; it also developed reading skills for the understanding of mathematics as it is needed in everyday living and in the pursuit of advanced education.

Pupils assigned to the reading and mathematics core were able underachievers; they were pupils of average or above-average ability who had been achieving two or more years below their grade level. Class size was limited to 20. Black pupils accounted for 61% of the ESEA enrollment, brown 37%, and other ethnic groups 2%.

Each participating SAC school had a compensatory education coordinator (CEC) in charge of the ESEA components, and a full-time SAC counselor. Each class had a teacher, specializing in the component subject, and the services of an education aide. There were intermediate clerks and clerk typists in the SAC offices serving ESEA personnel. In addition, the SAC schools shared the services of consulting counselors, Pupil Services and Attendance (PSA) counselors, health teams, and area consultants and coordinators.

TIME INTERVALS: The reading and mathematics classes were conducted daily for an average of 50 minutes per class from mid-September 1970 to mid-June 1971, except for the two-week Christmas holidays, and the one-week spring vacation, giving 10 months of instruction. Pretesting was done in October 1970 and posttesting in May 1971, leaving eight months of instruction between pre- and posttesting. The pupils took one class daily in reading and language development, and one class in mathematics.

ACTIVITIES: ESEA pupils enrolled in the reading and mathematics core received individual tutoring facilitated by a full-time teacher aide working with the regular teacher in each class. Some of the teachers and aides were trained to use prescriptive teaching, the major instructional technique in the core. Prescriptive teaching consists of diagnosing or studying the needs of each pupil and then prescribing (or preparing) and applying instruction to meet those individual needs.

Experimental commercial study kits, skills books, and independent readers, as well as teacher-made materials, were used to individualize instruction.

Some workshops were conducted for aides, teachers, and counselors in the program to assist them in attainment of the objective.

Counseling, psychological and health services, intergroup relations activities, and parental involvement were used to support the achievement component. (See reports under those headings.)

OBJECTIVE: The major goal of the instructional component was to raise the median achievement level of project participants in reading and mathematics by 10 grade-norm months in 8 months, as measured by standardized achievement tests.

EVALUATION STRATEGY: Standardized achievement tests, Comprehensive Tests of Basic Skills (CTBS), in reading, language, and arithmetic were administered in October, 1970 (pre) and in May, 1971 (post) to all ESEA classes and to selected non-ESEA comparison classes. Comparison pupils were enrolled in regular District English and mathematics classes and were matched to ESEA pupils by ethnicity, grade, IQ, achievement, and school neighborhood.

Questionnaires were completed pre and post, rating prescriptive teaching and compensatory education coordinators; at year-end pupils, parents, and staff members also completed evaluation questionnaires. An analysis was made of SAC pupil retention and SAC staff preparation.

RESULTS: On standardized tests (CTBS), ESEA junior high pupils made significantly greater gains than did comparison groups: at the .01 level in reading comprehension, and arithmetic computation and concepts; at the .05 level in reading vocabulary, language mechanics and expression, and arithmetic application. Only in spelling was there no significant difference.

Senior high pupils made greater grade-norm gains than did the junior high pupils but so did the senior high comparison pupils; thus there were no significant differences between the senior high ESEA and comparison groups.

The percentage of pupils who met the performance objective of achieving 10 months' gain in 8 months of instruction ranged from a low of 29% of the seventh-graders in vocabulary, to a high of 50% of the eighth-graders in language mechanics and ninth-graders in arithmetic concepts.

In each CTBS area of reading, language, and arithmetic, approximately 37% of the Title I pupils scored at or above their actual grade placement in May 1971.

Pre and post ratings of prescriptive teaching showed no significant movement.

Pre and post ratings of compensatory education coordinators also showed no significant change.

Ratings on the SAC Program Evaluation form at year-end by staff members was generally neutral. However, many of their comments and suggestions were pertinent.

The Pupil Evaluation of SAC form completed by pupils at year-end, indicated that students would like additional subjects included in SAC, more field trips, and removal of troublemakers from SAC.

Parent questionnaires in English and Spanish were mailed to 213 brown parents; only 11 were returned. Black parents were mailed 368 forms of which 117 were returned. These parents agreed that their child reads better this year and has received better instruction than previously.

Analysis of pupil retention based on the enrollment during the first school month showed that 79% of these ESEA pupils were still in the program during the last school month compared to 71% of the non-ESEA pupils in the same schools.

Personnel records of 89 of the 131 certificated SAC staff members were analyzed; 70% met the District ESEA guideline that certificated SAC staff be composed of successful, tenured or probationary II or III teachers.

CONCLUSIONS: Instructional objectives were partially met, as measured by standardized tests.

According to survey data, inservice objectives were not met.

Pupils, parents, and staff supported the program.

RECOMMENDATIONS: Teachers, Aides III, and other staff personnel need central office leadership in inservice and in the development of classroom materials for prescriptive teaching; this is necessary for the successful use of the mandated technique by teachers, and to the understanding of it by consultants and administrators.

Greater discretion in teacher assignment is needed to meet the District ESEA guidelines.

Staff and pupil comments should be studied for clues to possible program improvement.

More careful screening of incoming SAC pupils and the removal of disruptive nonlearners are needed to improve the learning climate and teacher/aide morale.

Administrative guidance is needed to encourage the development of teacher-made nonstandardized tests so that process evaluation and feedback would be possible.

AUXILIARY SERVICES

Abstract

Pupils	4859
Schools	17
Senior High 2	
Junior High 15	
Counselors	21
Consulting Counselors	4
PSA workers	5
Doctors	3
Nurses	4
Cost budgeted	$327,112

DESCRIPTION: The auxiliary services component was designed to support the instructional component. Student Achievement Center (SAC) counselors, consulting counselors, Pupil Services and Attendance (PSA) workers, nurses, doctors, and dentists were assigned to specific schools as teams to provide concentrated, individualized, and comprehensive service to project pupils and parents. They gave counseling and guidance, and they helped to identify project pupils in need of medical and/or dental treatment. Counselors, nurses, and PSA workers consulted with school staffs and agency workers. Additionally, PSA workers made many home calls. Project pupils in need of health services were referred to visiting school doctors and dentists.

TIME INTERVALS: This component operated from mid-September 1970 through June 1971. Counselors saw counselees individually and in groups. Many counselees were seen weekly or more often, as needed. PSA workers involved pupils in individual and family counseling, often in the home setting. Continuous health and dental services were rendered to project pupils throughout the school year.

ACTIVITIES: Individually and in groups, project pupils talked to counselors and PSA workers; they had conferences with nurses to set up appointments with doctors, dentists, and other practitioners. Counselors, PSA workers, and nurses also consulted with school staffs, kept record of contacts, developed individualized pupil instructional plans, and reviewed pupils' records.

Project pupils who had not had a physical examination in the past two years, and pupils with identified defects received the first appointments with doctors. Treatment was prescribed throughout the school year.

OBJECTIVES: The major goals of the Auxiliary Services Component were that (Counseling) project participants will demonstrate knowledge of their educational strengths and weaknesses, and will show accpetance of responsibility for remedying those weaknesses, as indicated by no significant differences on appropriate, locally devised rating scales completed in October 1970 and April 1971 by randomly selected pupils, their English and mathematics teachers, and their counselor; and

(Health) by the end of May 1971, each project participant who has not received a physical examination within two years will have received a complete physical examination by a medical doctor, and appropriate recommendations will have been made for correction and follow-up of all defects discovered. Records will be kept of all defects found and corrected.

EVALUATION STRATEGY: Project pupils were compared to non-ESEA pupils in their own schools on an attitude scale given pre and post. Project pupils also were asked to rate their academic strengths and weaknesses and these were compared to ratings of the same dimensions by pupils' reading and math teachers, and by their counselors.

At year-end, project participants provided program rating through questionnaires and added open-end comments.

RESULTS: Project counselors held 10,082 individual and 1182 group counseling sessions, more than 3600 guidance meetings, and more than 2700 intake interviews with project pupils. Counselor records also indicated nearly 34,000 conferences with school staffs and parents.

PSA workers had case loads involving 346 project pupils.

Nurses reported conferences with 7852 pupils, 3648 parents, and 6900 staff personnel. In addition, their efforts facilitated the examinations of nearly 90% of project pupils needing this service, as well as the correction of 55% of pupil defects detected.

Significant pre-post differences existed among pupil, teachers, and counselor ratings of pupil abilities to function effectively in the classroom. Pupils tended to rate their abilities lower than did staff personnel.

Pupil scores on a locally devised attitude scale, the Quick Measure of Concepts (QMOC), indicated significant growth by the ESEA group on 3 of 10 concepts while the comparison group showed one negative and no positive results.

Parent, pupil, and staff responses to questionnaires indicated an overwhelming number of positive ratings of program features. Pupils and staff were undecided about PSA services; pupils and parents were unsure of health services; staff ratings of the nurse's help were positive, but staff ratings on the rest of the health team were neutral.

Open-end comments by pupils and parents substantiated positive regard for the program; there were a few negative comments by pupils, and certain concerns were voiced by parents about involving more parents in SAC activities. Generally, staff comments were similarly positive, but project counselors suggested more adequate facilities, more clerical assistance, and expansion of time and personnel. Nurses also expressed a need for more time.

CONCLUSIONS: Project pupils did not rate themselves as strongly as did their teachers and counselors on skills needed to function effectively in a classroom; this indicated that the counseling objective may have been only minimally attained. QMOC attitudinal data showed positive statistical advances by ESEA pupils while the comparison group indicated some regression.

Nearly 90% of the pupils who needed physical examinations received them. Project staff held numerous conferences with pupils, parents, staff, and others. Program ratings by pupils, parents, and staff were positive except in the area of PSA and some health aspects. Open-end comments supported positive ratings although certain shortcomings were forwarded by staff members.

RECOMMENDATIONS: Counseling services should be continued and expanded where needed. Group counseling should continue to be developed, and its use should be explored in schools not using this technique. Additional clerical assistance should be provided for counselors.

The PSA worker's role should be altered so that he would become a more effective member of the auxiliary services team.

Health services should be continued and, if possible, expanded.

INTERGROUP RELATIONS

Abstract

Pupils		4859
Schools		17
Senior Highs	2	
Junior Highs	15	
Staff		259
Cost budgeted		$213,526

DESCRIPTION: The intergroup relations component was designed to improve attitudes and problem-solving approaches in human relations. It involved ESEA pupils, parents, and staff. Activities were planned and organized by some of the compensatory education coordinators for both students and adults.

TIME INTERVALS: ESEA schools individually scheduled their activities during the school year.

ACTIVITIES: Pupil multicultural activities included one Black History Week morning program and "Young Soul" stage productions, both of which were District-funded. A class from one ESEA school spent a week in Hawaii; this was funded by school events and parents. Some ESEA schools had class exchange visits with non-ESEA schools of other ethnic and cultural backgrounds; these visits were funded by ESEA.

OBJECTIVES: The major goals of the intergroup relations component were that

on a locally devised measure of intergroup awareness (IMOC) 70% of the participating pupils will improve their posttest scores on 6 of 12 concepts by 1.0 or more; and

at least 90% of project participants will attend and rate in a positive manner three of the specially planned intergroup events, showing their positive feelings toward intergroup relations, as measured by a locally devised rating scale.

EVALUATION STRATEGY: A locally devised semantic differential attitude test, the Intergroup Measure of Concepts (IMOC), was designed to measure pupil changes in attitude. It was furnished to Student Achievement Center (SAC) schools and their non-SAC exchange schools for pre and post administration, that is, prior to the first contact between groups and after the last contact. The non-SAC pupils were different from the SAC pupils in ethnicity and socio-economic background.

Since no intergroup relations inservice was offered, no evaluation was possible.

Black History Week and "Young Soul" events were given for large groups of SAC and non-SAC pupils. The size of the groups and lack of prior knowledge of whom would be present, made evaluation impractical.

RESULTS: The Hawaii group and the one SAC school that successfully completed exchange visits with a non-SAC school, showed noteworthy positive and negative shifts on the IMOC. None of the groups made noteworthy improvement on as many, as six of the concepts on the IMOC.

The first objective called for 70% of the participating pupils to improve their posttest scores on six or more IMOC concepts. Since only 8% of the participating pupils were involved in taking the IMOC and none of them improved on six or more IMOC concepts, this objective was not met.

The second objective called for 90% of the project participants to attend and rate three intergroup events. No students were known to have attended three intergroup events; fewer than 8% were known to have attended any; therefore, this objective also was not met.

CONCLUSIONS: This mandated component was neglected; its objectives were not achieved.

No workshops were held to train ESEA staffs in intergroup relations and no central or zone office personnel were assigned to aid in facilitating the component.

The few pupils and staff who participated indicated approval of the component. Parents urged its implementation.

RECOMMENDATIONS: Central office and area administration should give support and guidance to the component so that every SAC participant is involved in intergroup relations, as required.

Planned inservice in intergroup relations should be conducted so that all SAC schools may have equal opportunity and motivation to successfully implement this mandated component.

In the interest of improved services to ESEA pupils, it is suggested that a self-imposed system be established to monitor adherence to federal, state, and District guidelines for meeting component requirements and objectives, including monthly reports to central, area, and evaluation offices.

PARENT INVOLVEMENT

Abstract

Parents		620
Schools		17
Senior High	2	
Junior High	15	
Cost budgeted		$200,373

DESCRIPTION: The parent involvement component was designed generally to support the instructional program, and specifically to improve communications between the school and community through cooperative action by the school staff and the District-funded home-school coordinator. Parents met in groups in their children's schools, in community locations, and at the District level to discuss Student Achievement Center (SAC) problems; they also were involved in field trips.

TIME INTERVALS: The component operated from mid-September 1970 through June 1971, interrupted only by the normal-school holidays and vacations. Parents usually met monthly or more frequently, as needed.

ACTIVITIES: Parents met with school staffs in discussion groups and cooperatively planned and implemented school events. Parents also worked with pupils, individually and in groups; they learned about the SAC program and how to use its materials, supplies, and equipment.

OBJECTIVES: The major goal of the Parent Involvement Component was that at least 50% of all parents of participating pupils will attend four or more group/individual meetings concerning the project and will rate these experiences in a positive manner, showing their support of the project, as measured by a locally devised scale and school records of parental attendance.

EVALUATION STRATEGY: Compensatory education coordinators (CEC), counselors, Pupil Services and Attendance (PSA) workers, and nurses kept monthly records of contacts with parents. The SAC program was rated by pupils, parents, and staff, at year-end, and open-end comments were collected.

RESULTS: Pupil, parent, and staff responses on questionnaires designed for each of these three groups, provided ratings which generally endorsed program features; parents showed concern for program housing facilities.

Open-end comments by parents affirmed their ratings; ways to involve more parents in the program were proposed.

CECs' guest books contained 620 parents' names and addresses, although staff personnel records indicated more than 12,000 parent contacts.

CONCLUSIONS: A total of 620 parents (43% increase over last year) attended scheduled SAC parent events; this was below expectations, although more than 12,000 parents reportedly had conferences with SAC staffs.

Pupils, parents, and staff participants endorsed program features, however, parents expressed concern regarding involvement of more parents in the program. The component's objective was partially met.

RECOMMENDATIONS: This component should be continued and its activities expanded to involve more parents.

A systematic program of incentives for parent participation might be attempted on a pilot basis. A uniform method of recording parent attendance at events should be developed. Agendas planned for parent involvement events should be available for study.

STAFF DEVELOPMENT

Abstract

Staff members	259
Cost budgeted	$93,000

DESCRIPTION: Zone reading and mathematics consultants visited individual classrooms and, based on their observations, gave individual inservice to the teacher and/or aide. Schools conducted formal or informal inservice meetings with staff members. Counselors had periodic group meetings with central office personnel or their representatives.

TIME INTERVALS: The component was funded to operate from September 1970 through mid-June 1971. Inservice meetings ranged in time from half-hour noon sessions to longer meetings of school and Student Achievement Center (SAC) staffs. Several counselors periodically led sensitivity training sessions for the office staff during the school year or on a bimonthly basis during the spring semester.

ACTIVITIES: Schools held inservice meetings on regular or irregular bases. Zone consultants gave inservice assistance on an individual basis. Compensatory education coordinators (CECs) met several times during the school year to receive information on timely administrative problems.

OBJECTIVES: The major goals of the staff development component were that

by February 1971 all classroom teachers and aides will have achieved a score of 90% or better on locally devised, separate rating lists of approximately 20 prescriptive-teaching elements as rated by self and CEC;

all counselors will demonstrate their improved skills in identifying pupils' strengths and weaknesses in learning as determined by no difference among pupils, teachers, and counselor on separate instruments; and

by May 1971 all compensatory education coordinators will have achieved a score of 90% or higher on improved skills in the administration of the local ESEA Title I project, as rated by self and staff on a locally devised scale of approximately 20 essential qualities of successful project administration.

EVALUATION STRATEGY: At year-end staff members were asked to rate staff development and to make comments. Prescriptive teaching was rated pre and post in February and May. Counselors, teachers, and pupils rated counseling pre and post. Compensatory education coordinators were rated pre and post by self and staff.

RESULTS: Staff ratings of the staff development component were neutral; comments indicated that little or no inservice was offered. Results of the pre-post evaluation of the effects of inservice on prescriptive teaching showed that gains were small and statistically not significant. The objective was not attained.

The pre-post difference in rating the effect of inservice for CECs indicated that little change occurred. This objective also was not attained. The pre-post rating of counseling was inconsistent to the degree that it was concluded that the objective was only minimally attained.

CONCLUSIONS: With few exceptions, school workshops for reading and mathematics were not held on regular basis. Zone consultants reported that they conducted no inservice workshops and that they did not have any money with which to conduct them. As a compromise, they met informally with individuals or small groups.

No workshops were held for staff training in intergroup relations.

Counselors met periodically throughout the school year.

RECOMMENDATIONS: As the staff development component is mandated, it is recommended that ESEA project managers give area coordinators, SAC principals, and CECs appropriate directives and support for fulfilling the federal requirements that all personnel must participate in inservice, and that staff development must be planned as a series of ongoing activities, not as a one-time event.

Plans for the year's inservice for each component be submitted at the beginning of the school year by those responsible for conducting the training. Monthly notices of inservice meetings should be submitted one month prior to the workshop dates. The above plans and reports should be sent to the central, area, and evaluation offices.

Inservice should be planned for specific groups; content of training should be clearly defined to include the specific topics mandated by the federal guidelines.

NONPUBLIC SCHOOL COMPONENTS

Title I guidelines state that the same aid shall be given to educationally disadvantaged pupils in nonpublic schools as is afforded public school pupils. Again, emphasis was placed at elementary level; instruction and supportive services were provided in elementary schools through grade six and in middle schools through grade eight.

INSTRUCTION

Reading
Mathematics

SUPPORTIVE SERVICES

INSTRUCTION

Reading Abstract

Pupils	1269
Nonpublic Schools	32
Teachers	36
Aides	0
Approximate Cost	$538,380

DESCRIPTION: The reading component in the nonpublic schools (NPS) provided individual remedial instruction in reading and language to small groups of children. The reading approaches used were individual, linguistic, phonetic, kinesthetic, language experience, and basal reading. The primary reading program included grades two and three; the intermediate program, grades four, five, and six; and the middle school program, grades seven and eight.

Pupil selection for grades two through six was based on available test information and the recommendations of the principal and teachers. The children were grouped according to age, reading ability, and proficiency in English. The initial selection of pupils in grades seven and eight, was made on the basis of low scores on either the Stanford Achievement Test (SAT) or the Iowa tests of Basic Skills. (These were given by the schools the preceding year.) Pupils in the lowest quartile were then given an informal screening test by the reading specialist. The final selection of pupils was made by agreement of the principals, classroom teachers, counselors, and reading specialists. Thirty-one elementary reading specialists (two of whom divided their time equally between reading and mathematics) and five middle school reading specialists were assigned to the program.

TIME INTERVALS: The component operated from mid-September 1970 to mid-June 1971. The pupils, in grades two through six, left their regular classrooms to work with the reading specialist one hour daily. Working with groups of eight to ten, each elementary specialist taught a maximum of 32 pupils daily. The pupils at one of the two middle schools, in grades seven and eight, were permanently programmed into the reading and language classes. Due to a permanently scheduled activity each Friday afternoon, the pupils worked with the reading and language specialists for 50 minutes four days a week. Working with groups of 12, each middle school specialist taught a maximum of 60 pupils daily. The specialists at the other middle school worked with two or three groups of children in grades seven and eight for 50 minutes daily in remedial reading; there were about 10 pupils in each group. They also worked with two or three groups of children for 50 minutes in English as a Second Language (ESL) classes. Each middle school specialist taught a maximum of 50 pupils daily.

ACTIVITIES: Activities were planned specifically to develop verbal and conceptual skills. For pupils in grades two through six this included listening to stories; viewing films; taking walking trips within the community;

participating in library clubs, choral reading, storytelling, creative writing, and play acting; writing newspapers; and making puppets and dioramas to share with other classes. For pupils in grades seven and eight additional activities in reading included control reading, supplemental reading, and reading in skill-oriented groups.

The seventh- and eighth-graders in language participated in a variety of additional writing activities. The pupils in the seventh and eighth grade ESL classes were provided opportunities to hear, imitate, and practice standard English pronunciation and structure. This was accomplished by various activities, such as dramatic presentation, pattern practice, cumulative practice, dialogues, role playing, rhythms, games, physical education, songs, choral work, curriculum walks, poetry, stories, tapes, records, and either pupil-teacher or pupil-pupil conversations. These activities ranged from highly controlled and manipulated, to teacher-guided (conversations), to spontaneous (pupil conversation).

Reading specialists participated in open house activities at the schools, held parent conferences, spoke at faculty and parent club meetings, and served as resource persons to the school staff.

One day of preservice education and 15 inservice education meetings were conducted during the school year to help the participating staff in the attainment of the objective. The inservice program consisted of workshops which stressed teaching methods and techniques in reading, and the construction of teaching aids. Guest speakers discussed reading programs and use of supportive services. Inservice activities included observation visits to public school reading programs.

In addition, the reading specialists met in small groups, by geographic region, for one hour one afternoon each week, under the leadership of the reading consultant and/or teacher-leader to work on mutual problems, materials, and ideas relevant to their area of instruction.

OBJECTIVES: The goals of the reading component were

- to improve classroom performance in reading and language beyond usual expectations.
- to raise the median gain of project participants in reading by 1.0 grade level as measured by standardized tests.
- to improve the verbal (English) functioning level of the children.

EVALUATION STRATEGY: Pre and posttests were used to measure achievement in reading of ESEA pupils and comparison pupils in 30 elementary and two middle schools. Second graders took the Cooperative Primary Test. Third graders took the Stanford Achievement Test while pupils in grades 4 through 8 were tested with the Comprehensive Test of Basic Skills. Reading, vocabulary, and comprehension scores obtained by the two groups were compared.

The ESL Bilingual Structured Placement Test was given in one middle school to ESL pupils in grades 7-8, and to comparison pupils who spoke little or no English but did not participate in the ESL classes. Pre and posttest scores of the two groups were compared. Questionnaires and rating scales were completed by parents and staff in March.

RESULTS: The objective of achieving one month's growth in reading for each month of instruction (0.1 grade level per school month) was met in grades three and eight, and exceeded in grades two, four, five, six, and seven. In a span of eight months between pre and posttesting, gains ranged from eight months in grades three and eight to eleven months in grades six and seven. The ESEA groups (grades two through six) showed significantly greater gains than the comparison groups. In grades seven and eight the difference between the ESEA and comparison groups were not significant.

In a span of eight months between pre and posttesting, the seventh grade pupils in the language classes showed a gain of seven months for eight months of instruction. The eighth grade pupils for this same period of time gained eight months. These gains were not significantly greater than those of the comparison group.

The seventh and eighth grade ESL pupils, in a span of eight months between pre and posttesting, showed significantly higher gains than their comparison counterparts.

Ratings by administrators, reading specialists, classroom teachers, and parents indicated that the program had improved the academic achievement of pupils.

Teacher participants felt generally that the inservice program was valuable. When asked to rate their expectation and fulfillment of specific inservice content, the rating indicated that their expectations exceeded fulfillment.

CONCLUSIONS: The ESEA groups in reading showed significantly higher gains than the comparison groups in grades two through six. The objective was exceeded in grades two, and four through seven. However, pupils are still below grade level ranging from one year in the second grade to three years in the eighth grade.

The eighth-grade ESEA pupils in language met the objective. The seventh graders lacked just one month in meeting the objective of one month's growth for one month's instruction.

The ESEA groups in ESL (seventh and eighth graders) made significantly higher gains than their comparison groups. The objective of improving the verbal functioning level (English) of children was attained.

Parents and staff endorsed the program and recommended that it continue.

With some reservations, most of the reading specialists regarded the monthly inservice program as successful. The weekly workshops were felt to be helpful but too numerous.

RECOMMENDATIONS: The component should be continued. Communication between the classroom teachers and the reading specialists should be improved. The program at the one middle school should be scheduled so that pupils meet with their teachers five rather than four days a week. A full-time teacher should be budgeted at the two elementary schools where the teachers are now devoting half of their time to reading and half to mathematics.

Processing of requistions should be improved to speed up the repair and replacement of equipment and arrival of supplies. The workshops should be continued with attention being given to organization and frequency of meetings.

Mathematics Abstract

Pupils	1063
Nonpublic Schools	32
Teachers	31
Aides	0
Approximate Cost	$475,167

DESCRIPTION: The mathematics component in the nonpublic schools provided instruction to small groups of children who required help in that area. Activities were planned to clarify basic math concepts, to improve computational skills, to develop abstract thinking, and to broaden the practical dimension of mathematical knowledge.

The primary mathematics program included grades two and three; the intermediate program, grades four, five, and six; and the middle school program, grades seven and eight. Bases for pupil selection were recommendations of principals, teachers, and counselors, and results of informal tests given by mathematics specialists. Twenty-nine elementary mathematics specialists (two of whom devoted half of their time to reading) and two middle school mathematics specialists were assigned to the program.

TIME INTERVALS: The component operated from mid-September 1970 to mid-June 1971. The pupils, in grades two through six, left their regular classrooms to work with the mathematics specialist one hour daily. Working with groups of eight to ten, each elementary specialist taught a maximum of 32 pupils daily. The pupils, in grades seven and eight also left their regular classrooms and worked with the mathematics specialist for 50 minutes daily; in one of the middle schools, the pupils worked with the mathematics specialist for 50 minutes four days a week, because of a permanently scheduled activity each Friday afternoon. Working with groups of 10 to 12, each middle school specialist taught a maximum of 60 pupils daily.

ACTIVITIES: Textbooks and many concrete and manipulative devices, such as Cuisinaire rods, attribute blocks, geoboards, tangrams, and number balances, were used to help the children crystalize their basic mathematical concepts. Simulated experiences in buying, selling, and banking added dimension to the program. In the seventh and eighth grades, the primary emphasis was on practical and industrial applications.

To assist participants in achievement of the objective, a day of preservice education and 15 inservice education meetings were conducted during the school year. The inservice program consisted of workshops which stressed teaching methods and techniques in mathematics and the construction of teaching aids. Guest speakers discussed significance of the supportive services in the mathematics program. Inservice participants visited and observed mathematics programs in the public schools.

In addition, the mathematics specialists met in small groups, by geographic region, for one hour one afternoon each week, under the leadership of the mathematics consultant and/or teacher-leader; they worked on mutual problems, materials, and ideas relevant to their area of instruction.

OBJECTIVES: The goals of the mathematic's program were
- to improve classroom performance in other skill areas (mathematics) beyond usual expectations.
- to raise the median gain of project participants in mathematics by 1.0 grade level as measured by standardized tests.

EVALUATION STRATEGY: Cooperative Primary Tests, Mathematics (Grade 3) and Comprehensive Tests of Basic Skills, Arithmetic (Grades 4 through 8) were given to ESEA pupils in 30 elementary and two middle schools and to a comparison group of non-ESEA pupils of similar initial mathematical ability. Pre and posttest arithmetic scores of the third-grade ESEA pupils and pre and posttest scores in Computation, Concepts, and Application of the fourth- through eighth-grade ESEA pupils were compared with scores of their non-ESEA counterparts in the comparison groups. Questionnaires and rating scales were completed by parents and staff in March.

RESULTS: The objective of achieving one month's growth in mathematics for each month of instruction was not only met, but nearly doubled, in grades four and five. In eight months of instruction, gains in those grades were 15 and 14 months.

Adjusted mean scores of the ESEA groups at grade levels two through eight were (except for the Applications subtest score in grades seven and eight) higher than the adjusted mean scores of the comparison groups. Except in grades seven and eight, the gains made were statistically significant at the .01 level in favor of the ESEA group.

Both the general inservice and the workshops were endorsed by the mathematics specialists, although many felt the workshops met too frequently.

Regular classroom teachers, mathematics specialists, and administrators considered the component to be effective in achieving its objective.

Reporting that their children had improved in mathematics, parents endorsed component activities and favored continuation of the program.

CONCLUSIONS: The objective was exceeded in grades three through six. However, pupils are still below grade level ranging from 6 months in third grade, 14 months in sixth grade to 36 months in the eighth grade.

The ESEA groups showed significantly higher gains than the comparison groups, with the exception of grades seven and eight.

Parent and staff ratings confirmed the effectiveness of the component.

The mathematics specialists endorsed the inservice program. They indicated the workshop meetings were helpful, though held too frequently and were often poorly organized.

RECOMMENDATIONS: The component should be continued. More meetings should be scheduled between regular school staff and the mathematics specialists to coordinate the program better in each school.

Workshops should be continued; attention should be given to frequency and content of the meetings. A full-time teacher should be budgeted for the two elementary schools where the teachers are now dividing their time between mathematics and reading.

SUPPORTIVE SERVICES

Abstract

	Adult Participants	Pupils	Approx.Cost
Nonpublic Schools	32		
Staff Development	67 teachers		*
Parent Involvement	3560 parents		*
Intergroup Experiences		1897	*
Counseling	7 counselors	500	$118,741
Health	6 nurses	1897	$106,113
PSA		250	None

*Included under Language Arts and Mathematics

DESCRIPTION: The instructional program in the nonpublic schools was strengthened by such auxiliary services as counseling, health, and pupil services and attendance (PSA); these, plus the activities of staff development, parent involvement, and intergroup relations, constituted the supportive services element of the NPS component in 1970-71.

The programs in participating schools, grades one through eight, involved regular staff members and specially funded personnel; the programs were designed to improve academic achievement of Title I pupils in these schools.

TIME INTERVALS: Activities were conducted from mid-September 1970, through the end of the school year in June 1971, and into the summer session, June 28-August 6, 1971.

ACTIVITIES: In general, all supportive service activities in NPS were similar to those in the public schools. (See descriptions in the Auxiliary Services section.)

Auxiliary Services: Counseling services available to the public schools were available also to the nonpublic schools upon request. Seven counselors were assigned to the NPS component. Six nurses worked full time with NPS pupils enrolled in the specially funded reading and mathematics classes. Dental care and limited medical service could be obtained by NPS pupils; however, the position of physician was unfilled. PSA counselors also were available on request to consult with agencies or Title I pupils on school behavior or home problems.

Intergroup Relations: Each class taught by a math or reading specialist was paired with a class located outside the target area. The partner groups made five field trips together as a basis for promoting intergroup communication and providing academic and cultural enrichment. All Title I pupils in the target schools took part in the program. Parents were invited to assist in the planning and to accompany pupils on the field trips.

Parent Involvement: Advisory committees of parents met regularly, and a number of Title I parents were members of parent-teacher groups. Agendas of advisory committee and parent-teacher group meetings often included demonstrations of teaching techniques, workshop sessions, and presentations by outside speakers.

Parent volunteers accompanied NPS pupils on field trips and assisted teachers in the classroom. The Title I teachers reported an average of 16 parents visiting the classroom and observing instruction during the year, and an average of 23 conferences with parents of Title I pupils.

The schools also encouraged after-school father-son, mother-daughter, and family activities, which involved an undetermined number of Title I parents.

Staff Development: Included in the staff development programs for ESEA personnel in the NPS program were preschool workshops and inservice education meetings on nonpublic school holidays; also weekly workshops in mathematics and reading instruction were arranged by geographic areas. (Workshops are described more completely in the instructional section of this NPS report.)

During some inservice sessions, teaching materials were constructed; other programs dealt with teaching methods and techniques, an understanding of the culture of poverty, and administrative problems connected with the program. Personnel from curriculum, health, and guidance and counseling spoke on problems in their respective areas.

Regular faculty of the nonpublic schools was invited to attend staff development programs for the Title I teacher and certain other sessions. The objective here was to establish a continuity of programs, an understanding, and a team relationship for the benefit of the pupils.

OBJECTIVES: The specific goals of the supportive services component were
- to raise the academic achievement level of ESEA Title I participants.
- to identify specific assets and limitations relating to the learning process.
- to identify health defects of children.
- to assist parents in obtaining appropriate health referral.
- to correct dental defects in pupils.
- to increase parent awareness of the responsibility to see that their children attend school.
- to improve attendance in school.
- to improve communications among school, home, and community resources.
- to assist parents in understanding the educational program of the school.
- to provide inservice education.
- to change in a positive direction attitudes toward other ethnic groups through multicultural experience.

EVALUATION STRATEGY: Academic achievement of Title I participants was measured by the administration of standardized tests as reported in the evaluation of the instructional component.

A frequency count of services and participants was made for each auxiliary service, and ratings and comments by staff personnel were analyzed. A questionnaire was completed by Title I teachers to obtain a description and evalua-

tion of activities in parental involvement and staff development in their schools. Both a teacher questionnaire and a pupil rating scale were used to evaluate the intergroup experience program.

Auxiliary Services - Counseling: Counseling service was proved indispensable to the success of the pupils participating in the instructional program.

Results: Counseling and psychological services were provided for Title I children in 32 nonpublic schools. Services included individual diagnostic studies with suggestions for prescriptive teaching and behavioral modification; individual and group counseling; parent conferences; and consultant help to school staff.

Teachers rated the counseling services effective in helping children with learning, behavioral, and self-concept problems. Teachers comments about counseling services were predominantly good (22 positive, 5 negative). The counselors' most important contribution to the program, as reported by 19 teachers and 3 counselors, was individual diagnosis with suggestions for teaching. "Too few counselors" or "too little counseling time" was the most frequently repeated criticism of the component.

Conclusions: The counseling component in the nonpublic schools met its objective: "to identify specific assets and limitations relating to the learning process." Teacher-counselor teamwork was a prominent strength of the component.

Recommendations: Counseling service should be continued. The possibility of obtaining more counselors should be investigated. Performance objectives for counseling services should be developed.

- Health: A strong instructional program alone is usually insufficient to help a pupil compensate for the conditions which caused him to be identified as an educationally disadvantaged pupil in the first place. Physical defects or poor health constitute a major portion of such causes.

Results: Almost all of the 1900 project pupils received multiple health services, including dental examinations provided by a minigrant. The number of detections of health defects was down by one-fourth, and the percent of defects corrected was down from 34 to 29. Major defects were dental, ear-nose-throat, and visual. Staff ratings and comments were supportive, but most respondents felt that the program should not be limited to pupils enrolled in funded instructional programs.

Conclusions: The component attained its objectives in identifying and correcting defects which constituted a handicap to learning. Although a greater variety of services was rendered, there was a decrease in the volume of some services. Defect correction percentages are regressing to early ESEA levels.

Recommendations: The component as it is presently constituted should be continued. Services should be extended to nonproject students in the participating schools as far as available resources will permit. Efforts should be concentrated on the correction of health defects.

- Pupil Services and Attendance: No amount of funding, prescriptive teaching, supplementary materials, counseling, medical and other services can raise the achievement level of the educationally disadvantaged child if he did not attend school regularly.

Results: Pupil Services and Attendance counselors served more than 200 pupils in nonpublic schools at the request of those schools. The counselors worked with pupils, their families, and agencies.

Conclusions: In the absence of (a) objectives outlining a level or quantity of desired performance, (b) an established baseline precedent, and (c) written evidence of participants and services, it is impossible to form a conclusion as to what extent the component attained the general objectives of improving attendance and increasing parental responsibility.

Recommendations: Objectives should be stated in terms of performance. In order to establish a base for accountability and evaluation, it is recommended that counselors be assigned specifically to nonpublic schools and that they keep records of their services.

Intergroup Relations: Instructional activities within the schools as well as field trips and other enriching experiences were planned to alleviate racial, social, and linguistic isolation. They were designed to foster interaction between and among groups of children from different racial, cultural, and socio-economic groups.

Results: About 1900 nonpublic school pupils in Title I programs, grades two through six, participated in intergroup relations activities with a similar number of children from nonpublic schools outside the target area.

Teachers rated the program positively both in improving the self-image of pupils and in assisting pupils to broaden and enrich their own backgrounds. Pre and post pupil ratings, administered in grades four through six, showed a drop in posttest median scores in areas pertaining to other ethnic and socio-economic groups. These results were reinforced by independent teacher ratings of pupil attitude toward people of different ethnic origin.

Conclusions: The first phase of implementing an intergroup relations component was accomplished. The component, as evidenced by teacher responses, provided cultural and academic enrichment, and improved pupil self-concept.

The attitude rating scale revealed that pupils did not change their ratings on items referring to themselves, but lowered slightly their ratings on items referring to others on the posttest.

This pattern duplicates that found during past years of testing in the public schools where the use of a pupil attitude scale tended to result in decreased ratings of other ethnic groups on the posttest. A scale that measures changing attitudes of elementary pupils is at best an imperfect instrument. The many variables which can affect attitudes are difficult to control or measure. Internal measurements of test validity and reliability generally have been unsatisfactory; measures of pupil attitudinal change may be considered only as an indication of a broad trend and must be interpreted with extreme caution.

Recommendations: The program should be continued. Partner schools should be selected that are ethnically different, yet geographically close to curtail travel time. Teachers who are committed to the program should be chosen and should receive preservice and inservice training with their partners. Communication between partner teachers is especially important.

Parents should be involved as fully as possible. Research should be continued to locate or develop a self-concept scale for use with pupils. Written and taped responses to their ethnically integrated experiences should be obtained.

Parent Involvement: A systematic plan for parent involvement was developed to make parents aware of the school's instructional program and their child's progress in the school. Parent participation was designed to assist parents in helping their children in the learning process.

Results: Parents and members of Parent Advisory Groups were strongly supportive of their schools and enthusiastic about Title I programs. Teachers (47 responses, a 70% return) reported classroom visitation by parents, parent conferences, assistance from parent volunteers, attendance at Parent Advisory Group meetings, and a variety of other parent involvement activities. They considered programs in their schools to be effective in improving communications among school, home, and community, and in increasing parent understanding.

Conclusions: Parent interest in the schools and in the progress of their children is evident. Their involvement and interest should benefit both school and community.

Recommendations: Efforts to involve parents and improve parent-school-community communications should continue. If raising academic achievement levels of ESEA Title I participants is to be retained as a parent-involvement objective in 1971-72, effort should be made to rank schools by the extent and depth of involvement; progress of pupils in schools with the greatest and least parent involvement could then be compared.

Staff Development: Programs were planned to strengthen teacher competence in instructional areas and to foster positive attitudinal changes among all staff members, particularly toward those children in the school considered to be educationally disadvantaged.

Results: Teacher reports show participation in NPS inservice, including general faculty meetings, smaller meetings by grade level or subject area, classroom visitation and observation in another school, and observation within their own school.

The NPS teachers rated inservice most helpful in assisting them to develop curricular innovations; it aided also in improving teaching skills in specific areas. (In each of these areas, they assigned a 3.6 median rating to helpfulness of inservice on a 1-5, Very Little-Very Much scale.) Helpfulness in improving skills and use of paraprofessionals (2.6) and improving skills in diagnosing individual student learning needs (2.8) were the areas in which NPS teachers assigned their lowest median ratings; incidentally, these were the only areas in which their medians were lower than those assigned by public school teachers on a similar questionnaire.

Conclusions: In general, NPS teachers recognized the value of inservice/staff development programs, and seemed more satisfied with these programs than their co-workers in the public schools.

Recommendations: More inservice attention might profitably be directed toward techniques of working with aides and other paraprofessionals, improving skills of such paraprofessionals, and improving teacher skill in diagnosing learning needs of individual students.